

MASS.  
DOCS.  
COLL.



312066 0277 9948 2

LIBRARY

OF THE



MASSACHUSETTS  
AGRICULTURAL  
COLLEGE

NO. 5756 DATE 2-1887

SOURCE J. W. Dickinson.

379.74

M38r

1852-53

CHAPEL











SEVENTEENTH  
ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION,  
TOGETHER WITH THE  
SEVENTEENTH ANNUAL REPORT  
OF THE  
SECRETARY OF THE BOARD.

---

BOSTON:  
WILLIAM WHITE, PRINTER TO THE STATE.  
1854.

379.74

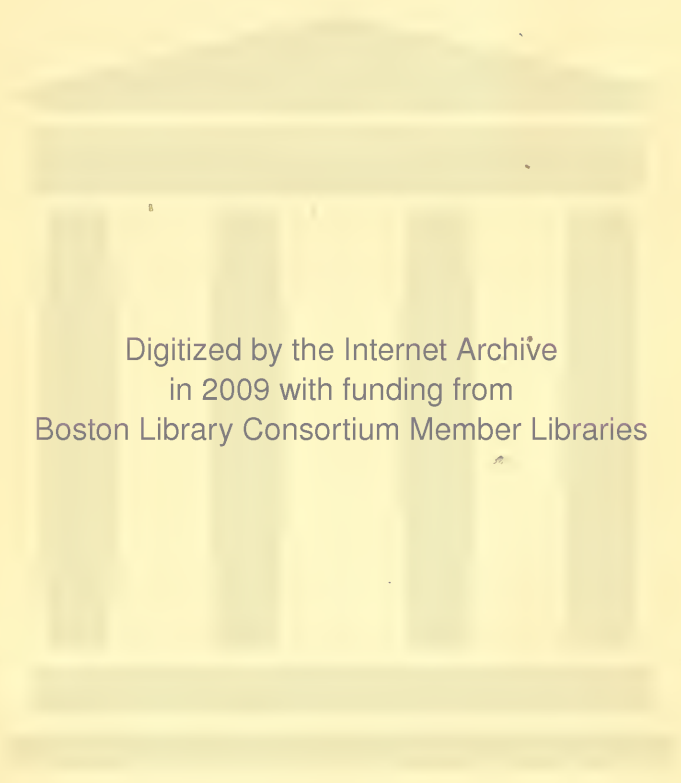
M38 r

1852-53

## TABLE OF CONTENTS.

---

1. Report of the Board of Education.
2. Report of the Visitors of the State Normal School at Bridgewater.
3. Report of the Visitors of the State Normal School at West Newton.
4. Report of the Visitors of the State Normal School at Westfield.
5. Report of the Committee appointed to erect a House for the Normal School at Framingham.
6. Address of George B. Emerson, Esq., delivered at the Dedication of the House for the Normal School at Framingham.
7. Report of the Treasurer of the Board.
8. Report of the Secretary of the Board.
9. Supplement to the Report of the Secretary of the Board.
10. Abstract of School Committees' Reports.
11. Abstract of School Returns.
12. Index.



Digitized by the Internet Archive  
in 2009 with funding from  
Boston Library Consortium Member Libraries



SEVENTEENTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION.

---

As required by the Act of 1837, c. 241, the Board of Education proceed, in this their Seventeenth Annual Report, to lay before the Legislature the record of their operations and observations during the past year.

The Board continue to find cause of congratulation in the steady progress of improvement manifest in our system and practice of Common School Education. This progress evinces the growing appreciation of the importance of the system, and the unabated attachment of the people to this safeguard of their civil and religious institutions. The education of all the children of the State at the public expense, is the leading idea of our Common School system. The Board perceive no symptoms of distrust or of diminished zeal in carrying forward this necessary work—the education of the whole people. Failure or faltering here would be an alarming sign of the decay of the vital energy of the Commonwealth. The work, though advanced from its condition in former years, still needs the combined force of wisdom and energy to carry it on. Even in Massachusetts, twenty thousand adult persons are found unable to read and write. Of these, eighteen hundred are Americans; many of the remainder are newly arrived immigrants. Though these constitute but a fiftieth part of the whole population, yet the existence of such a mass of ignorance, showing us where the great danger to our free institutions lies, calls for wise and earnest measures for its removal.

Evidence will be afforded, we think, from the various Reports

and Returns herewith presented, that the past year has been one of progress. A high point has been reached ; but only to inspire us with hope and courage to press onward. Never before, was there a more earnest demand for united and vigorous action to secure enlarged success in our Common Schools. Its continued advancement is imposed upon us as a necessity of our condition ; and the people of Massachusetts require no arguments to strengthen their conviction, that the best hopes of humanity are identified with a generous and enlightened support of the cause of universal education.

As the practical working of our system is examined, deficiencies are manifest in the means employed. The system itself needs, at present, no modification. It attracts the admiration of surrounding states and nations, and needs only to be vigorously managed to secure incalculable advantages. But it is difficult to find individuals, in the varied relations which the system recognizes, who can act always with skill and efficiency sufficient to meet its high demands. To accomplish its best results, it is essential that the people of the towns should carefully select for the responsible duties of its direction and management, such individuals only as can understand and apply its provisions. It is the people's system, and its complete success depends upon the vigilance with which they require its faithful administration by those to whom it is intrusted.

The Normal School-house at Framingham has been completed, and was dedicated on the fifteenth instant, in the presence of a large and intelligent audience, who manifested great interest in the school. An address was read by George B. Emerson, Esq., a member of the Board, which is ordered to be printed and appended to this Report. The report of the building committee is also herewith presented, to which the Board refer for a description of the house and a detailed account of its cost. By reason of the great advance in the price of building materials and labor, and other considerations stated in the report of the committee, it will be necessary to make an additional appropriation to defray the expense already incurred in the erection and furnishing of the house, and necessary to be incurred in grading and fencing the grounds. The Board have no hesitation in saying that a house of inferior accommodations would not have answered well the purpose for which this

was intended, and ought not to have been erected. They agree with the committee, in the expression of the opinion that it will be found to be thoroughly built, commodious, and well adapted to its object. They recommend to the Legislature to make an additional appropriation, to the amount stated as necessary by the building committee.

The Board, at a special meeting called for the purpose on the 18th day of April last, appointed a committee to receive proposals and examine sites for a new State Normal School in Essex County, established by the Legislative Resolve of April 16th, 1853. The committee received proposals from, and examined sites in, Salem, North Andover, Groveland, and Chelsea; and reported the result to the Board at its semi-annual meeting on June 2d, 1853. The Board, after a careful and impartial examination of the claims of the several localities, decided on Salem as the most accessible, nearly central as to population, and offering facilities for the improvement of the pupils by its schools, and its literary and scientific advantages, surpassed by those of few towns in the Commonwealth. The city of Salem presents to the State, as a site for the Normal School, a convenient, retired, and healthy situation, of sufficient extent for the purpose, and in a neighborhood where good board can easily be procured for the members of the school. The title of the land, about one-third of an acre, will be secured by deed to the Commonwealth, as soon as the Common Council of Salem shall have arranged the boundaries, so as to make the lot the most eligible for all concerned. Meanwhile a brick edifice, 67 feet square, is building under contract of the city of Salem with the committee of erection appointed by the Board. The city agreed to receive the sum appropriated by the Legislature, and with it erect and furnish such a building as would meet the approbation of the Board of Education, according to a plan which they themselves prescribed. This sum they are not to receive until the building is completed and approved, and the land conveyed to the Commonwealth. The edifice is to be a substantial structure, and its internal arrangements will be well adapted to the use of the school. It will be of two stories, the lower twelve feet high, and the upper, sixteen feet. The second story will have a school-hall designed to seat 120 pupils, four recitation

rooms, and two smaller rooms. The lower story will contain a large lecture-room, a room for chemical apparatus, one for philosophical apparatus, and four other rooms, to be used for a library, recitation-rooms, &c. The building may be completed by the first of June. After the erection of the building, it will need suitable apparatus and a library.

The action of the Legislature in providing for the education and training of young men for the office of principal teacher in the High Schools of the Commonwealth, by establishing forty-eight State Scholarships in the colleges of Massachusetts, guaranteeing the payment of \$100 per annum to each, was cordially responded to by the Board. They at once made provision for districting the State, as contemplated in the Act referred to, and the Secretary, under the instructions of the Board, issued a circular to school committees and others, giving the requisite information. A special meeting for the purpose designated, will be held by the Board, at their room in Boston, in January, 1854, the earliest period named in the Act, and immediately thereafter the Secretary of the Board will give the school committees notice of the formation and classification of the Districts, and the order in which they will be entitled to present candidates for scholarships, according to the provisions of the Act.

The Resolve of the Legislature, passed April 30, 1853, granting aid to pupils in the State Normal Schools, was duly considered by the Board, and a plan adopted to carry out its provisions. This plan was published in the circular of the Secretary already referred to, and was thus made known to each town in the Commonwealth. It will be the endeavor of the Board so to arrange the distribution of the funds appropriated by the Legislature to this object, as to secure the best results to the greatest number.

The first distribution of aid under the Resolve was made in the last autumn term. It is dispensed to those pupils who exhibit to the Board satisfactory evidence of their possessing the character, habits of application, and capacity, requisite for becoming successful teachers, and of being without the means of defraying the expenses of a course of instruction at the Normal Schools.

While many details will be found relative to each Normal

School in the Visitors' Report, the Board deem it advisable to note some particulars in relation to each school.

The Normal School, late at West Newton, but now transferred to Framingham, is the first in order of existence. The examinations of this school at the close of the graduating terms, give satisfactory evidence of the intellectual capacity of the female mind to master the most difficult subjects likely to be introduced in the instruction of the Common Schools of the State.

This school had been established fourteen years, last July.

The whole number of different pupils connected with it during that time is . . . . .	813
The whole number of graduates is . . . . .	598
The whole number of graduates before the term of connection was extended to four years—a period of eleven years, (217 of them from Boston,) is . . . .	456
The whole number of graduates since —three years, is .	142
The whole number of pupils from Massachusetts, is .	739
“ “ “ other States, is . . . .	74
“ “ graduates from Massachusetts, is .	538
“ “ “ “ other States, is . . . .	65
“ “ “ deceased, is . . . .	50
“ “ towns in Massachusetts that have been represented in this institution, is . . . .	127

The Normal School at Westfield was originally established at Barre, in September, 1839. During the last seven years, since Mr. Rowe's connection with the school, there have been 537 pupils—171 males, and 366 females. These have come from about one hundred and fifty different towns, and eleven different counties. Not far from 95 per cent. of the graduates have taught; sickness and death have prevented the rest, or nearly all of them, from teaching. About forty within the last seven years have taught in other States, but most of these had taught previously in Massachusetts.

Several important repairs and improvements are needed in connection with the premises of the State Normal School at



Westfield. The expense of these improvements cannot be met by any means now at the command of the Board. The Board, therefore, recommend an additional appropriation of five hundred dollars to defray this expense.

The Normal School at Bridgewater, the third in order of time, having been commenced Sept. 9, 1840, has, during the past year, been satisfactorily accomplishing its important work in the preparation of teachers. An entire change has taken place in its board of instruction, owing to the voluntary but regretted resignation of the former teachers. A change in the commencement of the last term, not sufficiently advertised, occasioned the admission of an unusually small number of pupils. The whole number of pupils who entered the school from its commencement till November 8, 1853, is 854 — 360 males, and 494 females. Of these, 534 remained the prescribed number of terms or more, and graduated. Four hundred and ten of the graduates are known to have become teachers. Of those who remained less than a year, 108 are known to have become teachers.

The several Principals of the Normal Schools state that the applications to them for teachers are much more numerous than they can supply. The increase of compensation, on an average, for teachers from the Westfield and Bridgewater Schools, for the seven years past, is about sixty per cent. The average of compensation for teachers from the late West Newton School, is now double the amount allowed them four years since.

Two agents are employed by the Board. One of them, Mr. Daniel Leach, has been active in his duties during the whole of the past year. The results of his observations will be found in the Secretary's Report. During the time of his agency — two years and five months — he has visited more than one thousand schools of various grades, in more than three hundred towns of the Commonwealth, and made many observations in regard to the construction and condition of school-houses, the teaching and government of the schools, and the action of the towns in relation to them. The other agent, Mr. Richard Edwards, Jr., has but recently entered upon the duties of his appointment.

Teachers' Institutes have been held during the year, as usual,



and have continued to exert an elevating influence on the character and qualifications of teachers. An efficient corps of instructors has been permanently connected with the Institutes, and they serve to rouse the interest of the public, and to accomplish their great design, the improvement of the common schools. The Teachers' Associations, having in view an object similar to that of the Institutes, seek to effect that object in their own independent sphere. The Board are happy to recognize the prevalence of a fraternal spirit between these similar agencies.

As an indication of progress in the education of teachers, the Board would refer to the fact of the establishment, within two years past, of two Normal Schools, having no connection, however, with those established by the State. One of these is the City Normal School, in Boston, and the other, the New England Normal Institute, at Lancaster.

The operation of the Truant Law of the Commonwealth in those towns which have adopted it, is gratifying. In the city of Boston, where, previous to the enactment of this law, hundreds of children were in the streets or upon the wharves during school hours, very few cases of truancy now occur. Three officers are employed in this service by the city, but, at the present rate of improvement, it is thought that one officer will soon be sufficient. Several other towns and cities have applied the law with similar favorable results.

The Massachusetts School Fund, on the 1st of

December, 1853, amounted to,	.	.	.	\$1,220,238.11
On the 1st of January, 1853, it was	.	.	.	951,424.12
				<hr/>
Increase during the year,	.	.	.	\$268,813.99

This large increase of the fund during the past year arises from the sale of all the Commonwealth's interest in lands in Maine to that State. This source of increase is now exhausted.

The fund is invested as follows : —

Notes and mortgages, at 6 per cent.,	.	.	.	\$151,673.52
County, City, and Town Scrip, 6 per cent.,	.	.	.	257,300.00
Notes and collateral, at 6 per cent.,	.	.	.	27,000.00

Railroad Stock, at 7 per cent., . . . .	82,100.00
Railroad Scrip, at 5 per cent., . . . .	260,000.00
Massachusetts Scrip, at 5 per cent., . . . .	14,797.72
Maine Scrip, at 5 per cent., . . . .	125,000.00
Eastern Land notes, at 6 per cent., . . . .	185,577.81
Eastern Land notes, interest after ten years, . . . .	6,000.00
Cash on hand, . . . . .	110,789.06
	<hr/>
	\$1,220,238.11

To this should be added the value of its rights in the Western Railroad Loan Sinking Fund, on account of its 821 shares in the stock of that railroad, which, at \$24 per share, is \$29,704, not at present available.

The limit fixed by law which this fund is allowed to reach, is one million five hundred thousand dollars. The resource for its increase in the sale of the lands in Maine, having been exhausted, the Board are of opinion that some new source of increase should be provided. The late Convention for amending the Constitution, with great unanimity adopted an amendment for its enlargement to the sum of two millions of dollars, making it the duty of the Legislature to provide for its enlargement to that amount; a measure as to the propriety of which this Board accord with the Convention. The means of such an increase may be found in the interest of the Commonwealth in the Western Railroad Loan Sinking Fund, on account of its ten thousand shares in the stock of that road. This, now, is valued by the auditor at \$24 per share, or \$240,000; and by the year 1870, when the loan is payable, will, according to the statements of that officer, amount to nearly a million of dollars, which, added to the par value of the stock, will give to the Commonwealth, at that time, nearly two millions of productive property in that corporation, not appropriated to any specific object. It seems to the Board not difficult to make arrangements, in anticipation of that event, by which the School Fund may be gradually increased to the limit above-mentioned, and yet have a large sum to be devoted to other objects. If this were done, the income of one-half, three-fourths, or such part of the fund as the Legislature should determine, might be distributed in the manner now provided by law

for the support of schools, and the other charges and appropriations for educational purposes might be paid from the income of the remainder, instead of being paid from the principal of the fund, as they are under the existing provisions of law. This Board would be cautious in recommending to the Legislature any measure of finance, though for an object specially connected with the department of education, and suggest this only as what seems to them an obvious mode of increasing this fund to the limit now fixed by law, or to the enlarged limit above named, if that should be adopted by the Legislature.

The sums drawn from the School Fund from January 1st to December 1st, 1853, for various educational purposes other than the distribution for the support of schools, are as follows: —

Salary of Secretary, . . . . .	\$2,200 00	
Salary of Clerk, . . . . .	1,200 00	
	<hr/>	\$3,400 00
Expenses of Secretary, . . . . .	84 65	
“ of Board of Education, . . . . .	89 54	
“ of Committee to Visit Schools, . . . . .	135 83	
	<hr/>	310 02
Paid Samuel Coolidge for printing, . . . . .	702 00	
Paid White & Potter, “ . . . . .	1,576 57	
	<hr/>	2,278 57
Teachers' Institutes, . . . . .	3,675 00	
County Teachers' Associations, . . . . .	350 00	
Massachusetts Teachers' Association, . . . . .	150 00	
	<hr/>	4,175 00
Normal School-house, Framingham, . . . . .	6,000 00	
Normal Schools, . . . . .	8,700 00	
Normal Pupils, . . . . .	300 00	
	<hr/>	15,000 00
New England School of Design for Women, . . . . .	750 00	
Meteorological Instruments, . . . . .	517 34	
	<hr/>	1,267 34
Dictionaries, . . . . .	164 00	
Agents of Board of Education, . . . . .	1,551 76	
	<hr/>	
Total, . . . . .		\$28,146 69

The principal of the Todd Fund now amounts to \$11,900. The income of this fund is appropriated in aid of the support of the Normal Schools, for such objects as are not provided for by the regular appropriations made by the Legislature, it having been the intention of the donor not to relieve the State of any part of its usual contribution to this object, but to enlarge the range of instruction in these schools. The entire income of the fund has not been used during the past year, but will be fully appropriated during the ensuing year for instruction in music, musical instruments, Professor Guyot's lectures on geography, Professor Agassiz's lectures, and other objects.

Great good has been effected, the Board believe, by their practice, for three years past, of issuing Educational Tracts, in a cheap form, to be distributed liberally in the Commonwealth. These have been made up from the Secretary's Report.

The Abstracts of School Committees' Reports, and of School Returns, published herewith as usual, together with the various Graduated Tables, constitute a valuable repository of facts, carefully collected and arranged, from which may be inferred the condition and prospects of our Common Schools. The Board would call the special attention of legislators and of citizens in general, to these important sources of information.

JOHN H. CLIFFORD.  
E. HUNTINGTON.  
THOS. KINNICUTT.  
EMERSON DAVIS.  
GEORGE B. EMERSON.  
MARK HOPKINS.  
EDWARD OTHEMAN.  
ISAAC DAVIS.  
ALEX. H. VINTON.  
GEO. S. BOUTWELL.

*Report of the Visitors of the State Normal School at Bridgewater.*

During the past year, an entire change of teachers has occurred in the school. Mr. Tillinghast, the first Principal, whose services began September 9th, 1840, was compelled, in consequence of greatly impaired health, to resign the post, which he had so honorably filled, at the close of the term ending June 28th, 1853. For some time this result had been feared by the Board, as he had been obliged more than once to suspend his labors. The executive committee, after much inquiry, invited Mr. Marshal Conant, then residing in the vicinity of the school, to take charge of it during the last term. Mr. Conant had been favorably named by the late Principal, and his practical knowledge and long experience in educational and scientific pursuits, gave good guaranty of success. The Visitors are happy to say that they are not disappointed. Mr. Conant is continued in charge up to the present time, subject to the decision of the Board in regard to his appointment.

Mr. Richard Edwards, Jr., who for nearly five years, fulfilled, with great efficiency, the duties of assistant teacher, was elected Principal of the English High School in Salem, and left our service to enter that office, at the close of the thirty-eighth term, or January 5th, 1853. Mr. Albert G. Boyden, already a valuable assistant teacher, succeeded Mr. Edwards in his post at the Normal School.

Mr. Edwards, having accepted the invitation of the Board to become one of their agents, was followed by Mr. Boyden, as Principal of the Salem High School. Mr. Boyden remained at Bridgewater till the close of the last term, when he resigned his situation, and removed to Salem, having been teacher at the Normal School, with marked success, from August 7th, 1850, to November 8th, 1853. Mr. Edwin C. Hewitt now occupies the place vacated by Mr. Boyden at the Normal School. He was a graduate of the school, and was appointed assistant teacher in January last, when Mr. Edwards left. He has proved himself a worthy and capable officer.



The removal of Mr. Boyden rendered it necessary to select another assistant teacher. After much consultation, it was thought best to obtain a competent female teacher. The friends of the measure were impressed with the conviction that the influence of such a teacher would be, in every respect, salutary. After numerous inquiries, and visits to several schools, the choice of the Visitors, Secretary, and Principal was united in the selection of Mrs. Sarah M. Wyman, of Ashby, Mass., who had acquired a reputation for excellence as a teacher wherever she had been employed. She entered upon her duties at Bridgewater at the commencement of the present term.

The effect of so great and frequent change of teachers, is usually unfavorable. And yet these changes were entirely beyond the control of the Board. In the case of the assistant teachers, the Board had no means of retaining them, by offering an increase of salary. No alternative is left to the Board in such a case. And we must expect that higher emolument elsewhere, if not a higher position, will still offer successful attraction.

As the present teachers become accustomed to work together, and have opportunity to make their own impression on the character of the school, we doubt not that it will pass unharmed through the ordeal of change, and take an advanced position in the career of improvement.

One or more members of the Board, and the Secretary, have attended the examinations of the entering and graduating classes during the year. These examinations evinced a determination on the part of the Board, and of the instructors, to maintain as high a standard as usual in the qualifications for admission and graduation.

Since the commencement of the school, there have been 40 terms. These terms were 14 weeks each in length, except two which were 22 weeks each, and embraced the period from August 4th, 1852, to June 28th, 1853. This change was abandoned after a year's trial, and the terms resumed their original limits.

Previous to August 5th, 1846, pupils were required to remain only two terms; since that time they have been required to remain three consecutive terms, with the privilege of continuing longer if they choose. The number of pupils in connection with the school during the former period, from September 9th, 1840,



to August 5th, 1846, including 19 terms, was 405 — 197 males, and 208 females. The average number of each entering class was 21.31; and the average number of pupils each term was 48.

During the second period, or since August 5th, 1846, embracing 21 terms, and extending to the close of the last term, November 8th, 1853, there were in the school 449 pupils — 163 males, and 286 females. The average number of each entering class was 21.37; the average number of pupils each term, 64.61.

Of the pupils who entered the school during the first period:—

Remained one year or more, (graduates,) . . .	16
Remained less than one year, (non-graduates,) . . .	219
Graduates known to have become teachers, . . .	168
“ known not to have become teachers, . . .	8
“ unreported, . . .	10
Non-graduates known to have become teachers, . . .	101
Entered, but remained only a few days, . . .	16
Entered, but remained only one term, or nearly one term, . . .	88
Number of deaths known to have taken place, . . .	39
Number of marriages known to have taken place, . . .	123

Number from Plymouth County, Massachusetts, . . .	*190
“ “ Bristol “ “ . . .	72
“ “ Norfolk “ “ . . .	62
“ “ Suffolk “ “ . . .	16
“ “ Middlesex “ “ . . .	17
“ “ Worcester “ “ . . .	9
“ “ Essex “ “ . . .	8
“ “ Barnstable “ “ . . .	5
“ “ Hampshire “ “ . . .	2
“ “ Franklin “ “ . . .	2
“ “ Dukes “ “ . . .	1
	<hr/>
	384
“ “ Rhode Island, . . .	6
“ “ New Hampshire, . . .	5
“ “ Vermont, . . .	1

\* From Bridgewater, already included in Plymouth County, 46.

Number from Maine,	.	.	.	.	.	.	.	4
“ “ Connecticut,	.	.	.	.	.	.	.	3
“ “ New York,	.	.	.	.	.	.	.	2
								<hr/> 405

Of the pupils who entered during the second period, *i. e.*, from August 5th, 1846, to November 8th, 1853:—

Remained one year or more, (graduates,)	.	.	.	.	.	.	.	348
Remained less than one year, (non-graduates,)	.	.	.	.	.	.	.	101
Number of graduates known to have become teachers,	.	.	.	.	.	.	.	242
“ of graduates known not to have become teachers,	.	.	.	.	.	.	.	6
“ of graduates about whose teaching information is wanting,*	.	.	.	.	.	.	.	80
Number of non-graduates known to have taught,	.	.	.	.	.	.	.	7
“ of pupils who attended one term, or less,	.	.	.	.	.	.	.	22
“ of pupils who attended three terms, or beyond the prescribed limit,	.	.	.	.	.	.	.	98
Number of known deaths among the pupils of this period,	.	.	.	.	.	.	.	8
“ of known marriages among the pupils who entered this period,	.	.	.	.	.	.	.	33
Number from Plymouth County, Massachusetts,	.	.	.	.	.	.	.	†91
“ “ Bristol “ “	.	.	.	.	.	.	.	70
“ “ Norfolk “ “	.	.	.	.	.	.	.	63
“ “ Suffolk “ “	.	.	.	.	.	.	.	20
“ “ Middlesex “ “	.	.	.	.	.	.	.	47
“ “ Worcester “ “	.	.	.	.	.	.	.	59
“ “ Nantucket “ “	.	.	.	.	.	.	.	20
“ “ Barnstable “ “	.	.	.	.	.	.	.	19
“ “ Essex “ “	.	.	.	.	.	.	.	12
“ “ Hampden “ “	.	.	.	.	.	.	.	1
“ “ Franklin “ “	.	.	.	.	.	.	.	1
								<hr/> 403
“ “ Rhode Island,	.	.	.	.	.	.	.	12
“ “ New Hampshire,	.	.	.	.	.	.	.	15

\* This arises chiefly from the recent connection of the Principal.

† Number from Bridgewater already included in Plymouth County, 40.

Number from Maine,	.	.	.	.	.	.	.	11
“ “ Vermont,	.	.	.	.	.	.	.	3
“ “ Connecticut,	.	.	.	.	.	.	.	3
“ “ New York,	.	.	.	.	.	.	.	1
“ “ Maryland,	.	.	.	.	.	.	.	1
								<hr/> 449

The average number in the entering class for the last three years is 27.5. The average age of the pupils since the commencement of the thirty-sixth term, December 3d, 1851, when the register of names was begun, is —

For the 36th term,	.	.	.	.	18.58 years.
“ 37th “	.	.	.	.	19.44 “
“ 38th “	.	.	.	.	19.20 “
“ 39th “	.	.	.	.	18.90 “
“ 40th “	.	.	.	.	18.80 “

The whole number of pupils in attendance during the term ending —

January 4th, 1853, is	.	92; entered,	.	.	.	39
June 28th, “	.	70; entered,	.	.	.	24
Nov. 8th, “	.	64; entered,	.	.	.	33

Of the above class of 39 entering pupils, 17 had previously taught. Of the 24 entering pupils, 10 had been teachers. Of the class of 33 entering pupils, 14 had previously taught.

Owing to the continuance of the terms, of 22 weeks each, for one year only, the close of the terms, and the proper time of the graduation of the classes have not coincided for three terms. A class graduated near the middle of each of the long terms, and no class was ready to graduate at the close of the last term. Hence, only two classes have graduated since the last annual meeting; one, April 5th, 1853, consisting of 15 pupils — 3 males, and 12 females; and one, June 28th, 1853, consisting of 22 members — 8 males and 14 females. Of these 37 graduates, 25 are known to have become teachers.

As might be expected from the contemplated opening of a new Normal School, from the changes which have occurred in

the Bridgewater School during the year, but particularly from want of sufficient advertisement of the change of school terms, and of the time of examination, the number of pupils now present in the school is not so large as usual. The whole number of pupils is 51, divided as follows:—

Graduating class, 14; males 4, average age, 21.5 years; females 10, average age, 19.4 years.

Middle class; 31; males 16, average age, 19.75 years; females 15, average age, 18.5 years.

Entering class, 5; males 2, average age, 19.5 years; females 3, average age, 17 years.

Ex-Normal, 1 female.

Total, 51 — males, 22; females, 29.

EDWARD OTHEMAN, }  
ALEX. H. VINTON, } *Visitors.*

Boston, December 14, 1853.

---

*Report of the Visitors of the State Normal School at West Newton.*

During the past year, in April, Miss R. M. Pennell, who had been nearly four years an assistant teacher in this school, and had been previously a teacher in the State Normal School at Westfield, resigned her place, that she might engage in similar pursuits in a new field of labor. By Miss Pennell's departure the school sustained a severe loss. She united in a remarkable degree the moral and intellectual qualities most desirable in a teacher; and wherever she was, in the service of the State, exercised a refining and elevating influence upon the character of the pupils. Her place was temporarily supplied by two of the pupils, Miss Fanny A. Parsons, of Boston, and Miss Mary L. Hall, of Nashville, Tennessee. In September, Miss Abby C. Gardner, of Warren, R. I., was appointed to the place. Miss Bridge resigned her place as assistant teacher at the close of last term, November 30. Her place is not yet filled.

The statistics of this school, for the year past, are as follows:—

The whole number of pupils connected with the school, is	98
“ “ “ admitted, — there was only one class admitted this year — is . . . .	23
The whole number of graduates, is . . . .	28
“ “ dismissed on account of illness, or a want of qualities deemed essential in the manage- ment and instruction of schools, is . . . .	16
The average age of the whole school is, (years,) . .	19½
The number who have had more or less experience in teaching, before becoming pupils here, is . .	41
The number of towns represented, is . . . .	39
“ “ counties “ . . . .	10

Middlesex County has sent 33 ; Suffolk, 13 ; Worcester, 11 ; Essex, 9 ; Norfolk, 8 ; Barnstable, 5 ; Hampden, 1 ; Plymouth, 1 ; Bristol, 1 ; Hampshire, 1.

Maine, 3 ; New Hampshire, 5 ; Vermont, 2 ; Rhode Island, 1 ; Connecticut, 1 ; New Jersey, 1 ; Tennessee, 1 ; Ireland, 1.

We believe this is what every Normal School should be, a professional school, in the true sense of the word. The best influence is constantly exerted by the Principal and his assistants, upon the character of the pupils as individuals, and especially as responsible teachers. Excellent instruction is given ; the most approved modes of teaching are exemplified in the daily exercises of the school ; and, what is even better, by the self-denying devotion of the teachers, models are presented of what a teacher should be, in faithful daily preparation, in zeal and enlightened skill in teaching, and in kind and affectionate sympathy, combined with high and severe requirements from the pupils.

For the Visitors,

GEO. B. EMERSON.

Boston, Dec. 16, 1853.

*Report of the Visitors of the State Normal School at Westfield.*

The female assistant in this school, Miss Jane E. Avery, died November 1, having been unable to perform any service for six months previous to her decease. She had been connected with the school, either as a pupil or teacher, most of the time for nine years. Her place is supplied by Miss Melissa A. Woodbury, of Charlton, who had been a pupil in the school.

Mr. J. W. Dickinson, who was the male assistant at the last annual meeting, still continues, and is engaged for the ensuing year.

The number of students that entered the school the last year was 63, and the number that finished the time required, was 63. The number of students during the year has been as follows: —

Winter Term, . . . . .	51
Summer “ . . . . .	60
Fall “ . . . . .	72

The number who received aid from the money appropriated by the last Legislature for those at a distance, and who found it difficult to meet their expenses, was nine, and the sum paid them was \$135.

Hereafter, those who receive aid are required to attend the school three consecutive terms; hitherto they have been permitted to teach after attending two terms, and attend the third as soon as they were able to meet the expense.

It is found necessary to keep those who attend this school, in consequence of the defectiveness of their early education, most of the time upon those branches that are taught in the District Schools. Most of them study Algebra, a few Geometry, Intellectual Philosophy, and Latin. Considerable attention is given to Drawing and Music.

The Principal, daily, at nearly every recitation, throws out hints upon the modes of teaching, or upon some topic relative to the management of a school. Part of the time on Saturday is occupied by some of the pupils in instructing their fellow students in an elementary lesson, and the manner of doing which is then criticised by the school and the Principal. Lessons are



sometimes recited from Page's Theory and Practice of Teaching. During the second and third terms the pupils teach more or less in the Model School.

Many of the pupils attend the school longer than they are required to do, and very few fail of staying the full time.

It is believed that nearly all teach more or less, and a large proportion of them with good success.

The building needs painting, the yard needs to be filled with trees, but more than all, the house ought to be heated by a furnace. We have no means to defray the expense of these improvements.

E. DAVIS.

M. HOPKINS.

BOSTON, Dec. 16, 1853.

---

*Building Committee's Report.*

The Committee appointed by the Board of Education to erect a School-house in the town of Framingham, for the accommodation of the Normal School heretofore established in West Newton, submit their Report.

By resolves of the Legislature, passed on the tenth of April, A. D. 1852, the sum of six thousand dollars was appropriated to defray the expenses of providing a more commodious site and building, and the necessary appurtenances and apparatus for the accommodation of the Normal School established at West Newton, to be expended for that purpose, under the direction of the Board of Education, which was authorized to purchase and receive grants of land in the name of the Commonwealth, and in suitable quantity for the site of said building, and the accommodation of said school, and was directed, before selecting the site, to receive propositions from towns or individuals, in aid of the object of the resolves, and afterwards to make such selection as would, in their opinion, best subserve the interests, and accommodate the wants of the school.

Following the directions given in the resolves, the Board

selected a site in the town of Framingham, several of the citizens of that town having offered to the Board an eligible lot, and the town itself the sum of two thousand five hundred dollars towards the erection of the building, both upon the condition that the school should be established there ; the Boston and Worcester Railroad Company having also contributed the further sum of two thousand dollars for the same object.

This committee was appointed by the Board for the erection of the school-house upon the site selected, with authority to procure plans, make contracts, and to do all things necessary to accomplish the object. They were instructed before they proceeded to make any contracts for the erection of the building, "to obtain a satisfactory title for the Commonwealth, to the land proposed to be given for the purpose by the people of Framingham, and also to require to be secured to their satisfaction, the sum of four thousand five hundred dollars proposed to be given in aid of the erection of the building."

The committee procured for the Commonwealth a satisfactory title to the site which had been offered, upon condition that a school-house for the accommodation of one of the State Normal Schools should be erected upon it within eighteen months from the date of the deeds, which was the thirteenth of December, A. D. 1852. They also received from the town of Framingham, in a deposit to their credit in the Framingham Bank, on the fourth day of January, A. D. 1853, the sum of two thousand five hundred dollars, contributed by the town, and an authority from the Boston and Worcester Railroad Company to draw on their treasurer for the sum of two thousand dollars, whenever it should be needed for the construction of the building.

The lot contains four and three-quarters acres of land, situated a few rods south of the central village of the town, on the southwestern slope of a hill of gentle declivity, protected on the north by a grove of forest trees, and commanding a view of the surrounding country, of wide extent and great beauty. The neighboring village is retired and quiet, containing three churches of different denominations, and a sufficient number of inhabitants to afford homes for the pupils, while the character of the people, owing to the absence of large manufacturing establishments, to the predominance of moral pursuits, and the residence in the neighbor-

hood of many gentlemen who have either retired from business, or pursue it in the city, at a distance from their dwellings, is calculated to exercise a favorable influence upon the young ladies who will compose the school.

Having offered a premium of one hundred dollars for a plan and drawings of a school-house of the required character, to be built of brick, the committee accepted those offered by Alexander R. Esty, Esq., architect, of Boston, and having advertised for proposals for erecting the building, they found the terms of all the competitors so much higher than their means would allow them to accept, that they abandoned the project of a brick building, and determined to substitute one of wood, of the same general plan of construction, a perspective drawing of which, with plans of the interior arrangement, accompanies this Report. The building is in the Norman style of architecture, sixty feet square, two stories high, with an entrance arcade of the same height thirty-two feet in length and fourteen in width. The first story is finished ten feet six inches in height, containing entrance halls and stair-cases, a commodious lecture-room, which can also be used as a recitation-room, an apparatus-room adjoining the latter, a large recitation-room, a dressing-room, with rooms adjoining, containing water-closets and other conveniences. The second, or principal story, is finished seventeen feet high, and is reached by two wide stair-cases, with two entrances to the school-room, which measures fifty-seven feet by thirty-six feet six inches, and has accommodations for one hundred and twenty pupils, which may be extended to one hundred and fifty, with a recitation-room, a library, and the Principal's room adjoining. The three last mentioned rooms are finished eight feet six inches in height, and over them is a large recitation-room, and a room for the water cistern and storage. The entire interior of the two stories is heated by furnaces in the cellar, and ventilated in a manner which it is believed will ensure a circulation of pure air at all times.

The contract for the erection of the building was entered into with Messrs. Lamb & Foster, experienced builders of the city of Worcester, for the sum of ten thousand dollars. This being the lowest terms offered, yet not including the finishing of the recitation-room last above mentioned, and the storage-room, which it

was proposed to leave unfinished, nor the furnaces, the water apparatus and water-closets, the window-blinds, the furniture, the fences, nor the grading and earth work upon the lot. These were the most favorable terms to be obtained, though there was considerable competition for the contract, and your committee, in consideration of the impossibility of completing the whole work without a very considerable outlay beyond the means at their disposal, would have abandoned the attempt, and recommended to the Board a suspension of proceedings, and an application to the Legislature for a further appropriation, were it not that a delay would thereby have been occasioned which would materially have increased the expense, large as it already was, the season for making such contracts, to be completed within the year, and for procuring the necessary materials, being already far advanced. Moreover, by accepting the proposition of the town of Framingham, and receiving its contribution, which it had already raised and placed in the hands of the committee, there seemed to be an obligation to proceed, in the fulfilment of its expectation of a speedy accomplishment of the undertaking. Under these circumstances the committee determined to proceed, and to recommend to the Board an application to the Legislature at its next session, for an appropriation to cover the extra expenditure which they should find it necessary to incur.

By the terms of the contract, the builders engaged to complete the house on or before the tenth of November last. It was ready for occupation, though not entirely completed, on the fourteenth of December instant, when the school was removed to it, that being the commencement of its winter term.

The amount at the disposal of the committee for the erection of the building, is as follows : —

The appropriation by the Legislature,	\$6,000.00
Contribution of the town of Framingham,	2,500.00
Contribution of the Boston and Worcester Railroad Company,	2,000.00
Received for sale of old furniture, &c., at the West Newton School-house,	250.00
<b>Total,</b>	<b>\$10,750.00</b>



The amount of expenditure incurred, or necessary to be incurred, is as follows: —

Messrs. Lamb & Foster's contract, . . .	\$10,000.00	
Messrs. Lamb & Foster, extra work, including finishing two rooms not included in contract, estimated at . . .	1,000.00	
A. R. Esty, Architect, . . . . .	700.00	
Plumber's bills for work on water-closets, cistern pipes, &c., . . . . .	700.00	
Wood, iron, and tin work, on water apparatus, . . . . .	152.51	
Bills for grading on lot, drains, &c., . . . . .	506.94	
Bill for furnaces, &c., . . . . .	574.00	
Furniture for school-room, library, master's-room, apparatus-room, recitation-rooms, &c., . . . . .	1,025.00	
Additional furniture, to be procured, estimated at . . . . .	200.00	
Blinds for windows, . . . . .	160.00	
Fences around lot, additional grading, &c., estimated at . . . . .	500.00	
Incidentals, . . . . .	231.55	
	<hr/>	15,750.00
		<hr/>
		\$5,000.00

Making an excess of expenditure over means of \$5,000. This excess has been occasioned, in a great measure, by the increase of the price of building materials and labor, which, in the opinion of the architect and contractors, is upon an average, twenty per cent. higher than in April, 1852, when the appropriation was made. The remainder of the excess is to be accounted for by the style and manner in which the work has been done, the convenience of its arrangements, and the necessary outlay for furniture. It seemed proper that the house should possess some degree of architectural beauty, and that it should be thoroughly built of good materials. It was necessary, in order to accomplish the object of its erection, that it should have a large and commodious school-room, recitation-rooms in sufficient number, and

properly arranged, a convenient lecture-room and apparatus-room, a library, a master's private-room, pupil's dressing-room, &c. ; that it should have a heating apparatus of sufficient capacity to warm the whole house ; that it should have water apparatus and water-closets within doors, the school being exclusively for females ; that it should be well ventilated ; that all the rooms should be appropriately furnished, and that the furniture, especially that of the school-room, should be of the most approved form, and made of the best materials, in a manner which should preclude the necessity of frequent repairs or renewals. It is quite evident that all this could not be accomplished without considerable expense ; and it was found impossible to do it without exceeding the means in the hands of the committee. This the committee have taken the responsibility of doing, in the manner and to the extent above stated, trusting that their reasons for doing so will meet the approval both of the Board and of the Legislature.

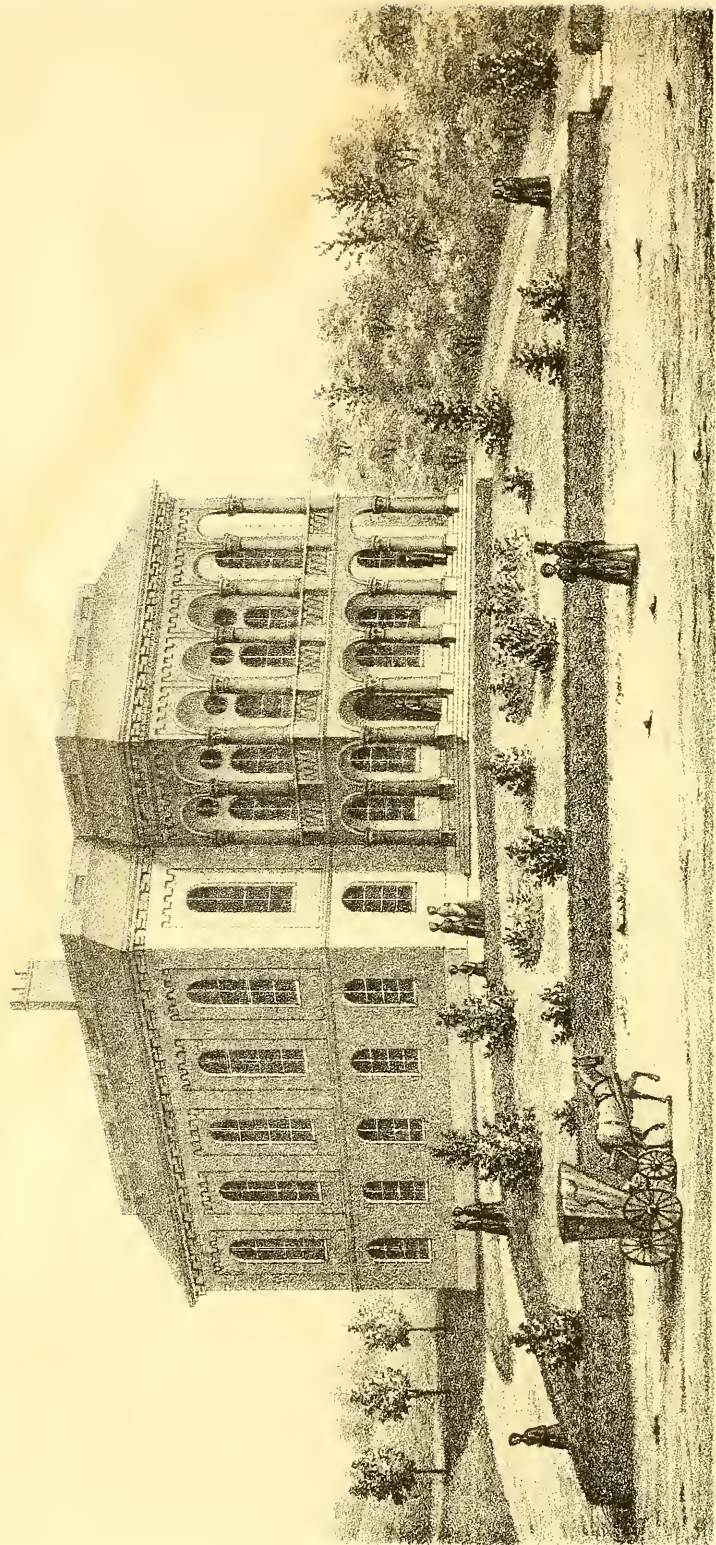
Your committee close this report with the expression of their belief, founded upon frequent personal inspection during its construction, that the house will be found to be thoroughly built, commodious, well arranged, and well adapted to answer the purpose for which it was designed.

All which is respectfully submitted,

THOS. KINNICUTT, }  
ISAAC DAVIS,        } *Committee.*





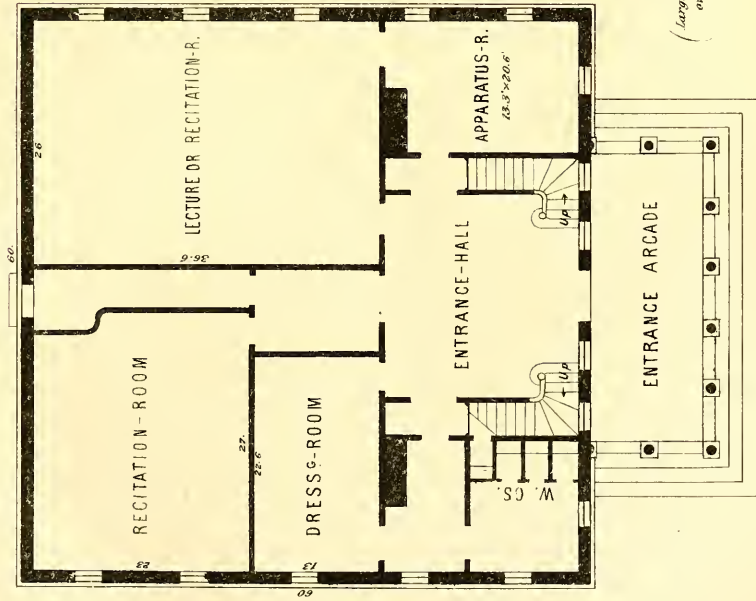


Alex. R. Easty Archt.

Thompson & Goodford Lith.

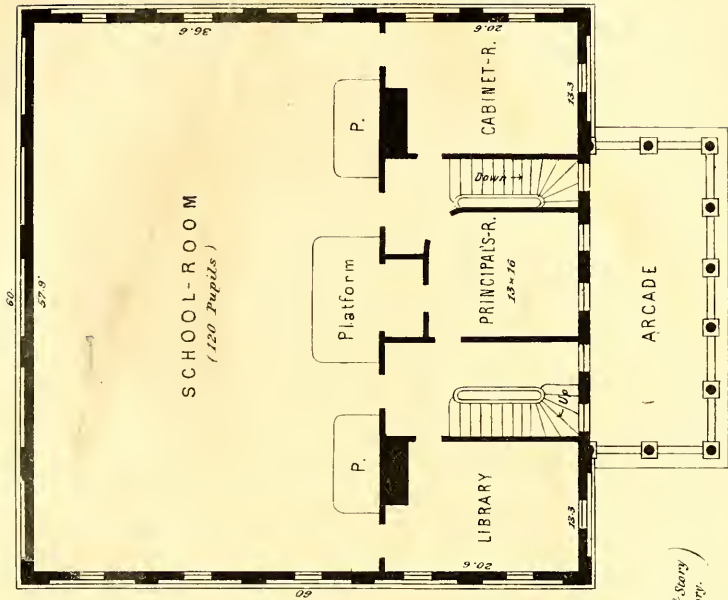
STATE NORMAL SCHOOL BUILDING,  
BIRMINGHAM, MASS.

PLAN OF FIRST STORY



J. S. S. & Bradford's Lith.

SECOND OR PRINCIPAL STORY.



Also ~  
(large recitation room in 3<sup>d</sup> Story  
over small rooms of 2<sup>d</sup> Story.)

Alexander R. Esty Architect.

# PLAN OF STATE NORMAL SCHOOL BUILDING.

FRAMINGHAM MASS.



## ADDRESS BY MR. EMERSON,

A MEMBER OF THE BOARD OF EDUCATION,

DELIVERED AT FRAMINGHAM, DECEMBER 15, 1853.

We have come together for the purpose of dedicating this house to the work of preparing teachers for the Common Schools of Massachusetts. In doing this, we trust we are devoting it to the service of God and man, and the advancement of truth.

We come here under auspicious circumstances. We asked of the Legislature the means of building a new house for this Normal School. They made us a grant in the liberal spirit they have always exhibited in whatever relates to Education. They wisely, we think, annexed to the grant the provision that the Board of Education should not begin to build till they had ascertained what town in this section of the Commonwealth would value most highly the privilege of having a Normal School within its limits. A noble emulation was excited among the towns. Twenty different lots were offered in seven different towns. The committee of the Board examined all these lots, and visited, again and again, the towns that offered them. They saw with admiration the public spirit exhibited by the inhabitants of the towns. Especially are they bound to mention with honor the offers made by the people of the town of Lexington, — worthy of their old patriotic reputation, and particularly gratifying as showing how highly they appreciated an advantage they had once enjoyed ; as, it will be remembered, the Normal School was first opened in Lexington. From among these offers, the Board selected the spot where we are now assembled. The people of Framingham offered nearly five acres on this gentle



declivity, looking westward upon this beautiful valley, protected on the east by the hill itself, and on the north by the fine old forest through which you have just passed, but open to receive all the pleasant winds of summer. The land is moist, so that the lawn before our house will be likely to be always green, and it is, in the opinion of the planters of Framingham, singularly well fitted for such cultivation as may be desirable, and for the growth of every kind of forest tree and native shrub. If you ask for evidence of the value of this opinion, look at the Common in the centre of the town, and the roads leading thereto, and the well-selected trees luxuriantly growing there. Look at the old forests, which the good taste of the men of this generation and of their fathers has spared, in the immediate vicinity of this centre. We are at the distance of a short walk from the habitations of the people, whose houses, they promise us, will be open as homes to the pupils of this school. We are near schools of several grades, between which and this school the people of the town are willing there should be established the most intimate relations. We are near the places of worship of several sects of Christians, giving a liberty of choice presented by very few country towns. We are secluded, in the midst of a sober agricultural population, and yet within easy access, from other parts, by one of the great thoroughfares connecting the commercial metropolis and the heart of the State, and not far from the centre of population and territory of the Commonwealth. Indeed, the territorial centre of the State is within a few rods of the place where we stand.

In addition to this commanding situation, the people of Framingham have given us a liberal sum of money towards building a house. Hence we have this large and commodious building, and these pleasant prospects.

The Normal School in Massachusetts had its origin in a conviction distinctly uttered by a few, but felt, if not articulately expressed, by thousands, that the Common Schools, everywhere established, did very little, in comparison with what they were capable of doing, towards educating the children of the State. What might be done was known from what was actually done in some private and a few public schools.

In many of the Common Schools, reading and spelling, writing and arithmetic, were the only things taught. In others, grammar and geography had been introduced. Thousands left these schools, after having spent in them three or four, or even eight or nine months, every year for ten years, without being able to read so that one would be willing to listen, or to write a page of common sense upon common matters without mistakes in spelling and grammar; or to keep correctly the accounts of a farm or a family; or to give any idea of the climate or productions of different regions, of the character and employment of different nations, or any thing else which affects largely the commerce of the world or the condition of its inhabitants; and that, after having devoted all this time to reading, spelling, writing, ciphering, grammar and geography; — they had learnt very little of these; they had attempted nothing else.

And how much might have been done, in these years, with tolerable instruction?

It was not an uncommon thing to find young men and young ladies, who, leaving school at the age of sixteen or seventeen, had learnt one or two ancient languages so as to read some of the great authors in the world's literature with facility and intelligence; had learnt to read and speak their own beautifully, and to write it correctly; who had found time to acquire something of the elements of arithmetic and geometry; and something of natural philosophy and the great principles of natural history; who had read some volumes of valuable history, and a good deal of the best prose and poetry; and this often in the midst of a life of luxury, of circumstances in reality most unpropitious to the attainments of scholarship.\* If so much was done in a few schools, in the midst of the distractions and luxury of a city, might not, it was asked, far more be done in the quiet and retirement, and leisure, and pure air, and amidst the healthy sports and labors of the country? Why was there not? Why were not schools of the latter class the rule, and not the exception?

\* At the time referred to, the Public Latin School, in Boston, under B. A. Gould, Esq., was giving to large numbers annually, better instruction than is here described. It is difficult to estimate the value of the influence exerted by this excellent School. The high tone of scholarship, the thoroughness and accuracy insisted upon, and, above all, the gentlemanly bearing of the boys, were things to be admired and imitated, and not soon to lose their wide-spreading effects.



Was there any other reason than the fact that there were not competent teachers to be found ?

In all parts of the State there were Academies, sometimes established by public spirited individuals, sometimes endowed by the State, intended to furnish a higher course to those who had been through the Common Schools, and could afford time for the pursuit of advanced studies. These were often taught by well-educated and gifted teachers. It is not an extravagant statement to make, that these Academies, with a few illustrious exceptions, even when under the charge of faithful and able teachers, signally failed of accomplishing what was expected of them. The reason was but too obvious. The pupils were not prepared for the courses they were expected to enter upon. They could not read nor write well enough, nor understand arithmetic nor grammar sufficiently ; they did not know how to observe, reason, think, or apply themselves ; they did not understand enough to go on to the higher studies before them. The preceptors were obliged to humble their high expectations and fritter away their time with teaching the elements, which they had trusted to find already taught at the preparatory schools.

Such was the experience, not of one or two, but of scores of Academies.

Of the Colleges it hardly becomes me to speak. There are gentlemen here who know far better than I do, how far the success of those institutions depended and still depends upon the condition of the Common Schools ; how much time is necessarily lost in making up for the defects of the preparatory schools. It is, however, safe to say, that from the inadequacy of the Common Schools, and thence, of necessity, of the higher Schools and Academies, the Colleges had fallen short of the high purposes of their original institution. They were intended, not to teach to construe Latin, and to cipher, or to lay the ground-work in other elements,—but to take young men sufficiently well-instructed in language to understand lectures given in Latin, and to give a high and generous education, in departments too difficult for the Common Schools or Academies, and requiring a severer mental discipline and more maturity ; — in Physics, Logic, and Metaphysics ; in Moral Philosophy and History ; and, — in the changes of the times and the advancement of society and science, — in the

additional studies of Natural History, the Modern Languages, Political Economy and Geology.

What a vast saving of time, was it said, what advancement and elevation of study would it give place for in the Colleges, if our Common Schools were such, throughout the State, as to teach well the elements required of them, and the higher Schools and Academies were competent to give sufficient instruction in the ancient languages, and even the modern, at the age at which languages are most readily learnt! What a poor business was it for a learned professor to be spending his time in teaching the minutiae of syntax and prosody, when he should have been and would gladly have been giving himself to the philosophy of the Greek and Roman classics, to the arts and history of antiquity, — to the highest departments of science!

And if, from the inadequacy of the lower Schools, the purposes of the Colleges must of necessity have been somewhat come short of, what inconvenience must have been felt at the professional and other special schools! In the Theological Schools how dreary must have been the feeling of the accomplished professor who found himself obliged to devote a large portion of his time to the schoolmaster's work of teaching his pupils to translate the original of the New Testament, when the whole time would be too little to breathe into their souls the divine truths of that original! How mournful must have been the prospect of classes toiling with grammar and lexicon, or exhausting their energies upon the elements of moral philosophy, or metaphysics, or logic, when they ought to be giving their undivided time to the truths of the Gospel, or the making of sermons, or preparation for the duties of the parish! Or how terrible the alternative of passing over these preliminary studies of logic, rhetoric, ethics, and metaphysics, as if already mastered, and pretending to build upon a foundation which he knew had never been laid!

With what a mortified zeal must the eloquent professor of anatomy have discoursed upon the wondrous structure of the human skeleton to men whom he knew to be ignorant of mechanics; or upon the structure and functions of muscle to those who knew nothing of physiology or chemistry!

What an awkward figure to himself must the poor student of

law have made, who was obliged to lose the pith of an argument in Coke or Blackstone, by skipping a Latin quotation which he could not read, or postpone the comprehension till he could find it out by the help of a dictionary or a friend.

Whoever labored to elevate the standard in any of the Colleges or professional schools must have found his efforts annually discouraged by the insufficient preparation of those who came in from the lower schools. What other way was there of elevating them to the satisfactory accomplishment of all the objects for which they were instituted, than that of raising the lower schools to the place they ought to hold? In what other way were they to be raised, than by elevating the character of the teacher of the Common Schools?

Such was the conviction, not universal, but very general; — not proclaimed, but felt, — of the absolute dependence of the higher institutions on the lower. The standard of attainment in the professional schools, and the standard of scholarship in the Colleges, were kept down by the deficiencies of the Academies and High Schools; — the efficiency of the Academies and High Schools was cramped by the poverty of the Common Schools.

This want was first loudly expressed by men who had been teachers in the Common Schools.

By them an appeal was made to the Legislature. Year after year they called. At last they were heard. A law was passed establishing a Board of Education. One of the first acts of that Board — presided over by Edward Everett, and at whose councils were heard the voices of James G. Carter, of George Putnam, of Jared Sparks, of Edmund Dwight, and others — was a recommendation to establish a school for the education of teachers. In their first Annual Report they say: "It cannot be that the arduous and manifold duties of the instructor of youth, should be as well performed without as with a specific preparation for them."

The first Normal School in Massachusetts was opened at Lexington, in July, 1839, by the Board, with means granted by the Legislature, aided and urged by the munificence of an individual whose name will be always fresh in our memory.

It has now been in successful operation fourteen years. Are all the evils which led to its establishment removed? Do the Com-

mon Schools give their pupils as good an education as they have a right to expect? Do the Colleges find no necessity of performing any part of the schoolmaster's work? Do the professional schools find a broad foundation for their courses thoroughly laid?

The time has been, when the idea of the necessity or desirableness of educating teachers for their work by a special preparation, was rarely entertained. There are those, even now, who think that any person of common sense, who has learned, is capable of teaching. Many have thought, and some still think, that the work of teaching is so low and poor a business, that any ignorant girl, or any man who has not sense enough for any other occupation, is competent to this. There are those even now, who think that to teach history, or astronomy, or moral philosophy, or metaphysics even, is so simple and easy a matter, that any one who has read a book, or, perhaps, not read it, who will go into a room with a class, and look into the book and ask a question, and then look into the book to see whether the question is answered rightly, is capable of teaching. They call such a process, teaching!

There are, on the other hand, a few, who think that there is a science of education, resting upon principles as large, as important, and as well established as those that belong to any other science; and that there is an art of teaching, as essential as any of the mechanic arts; as noble as any of the fine arts; an art, skill in which requires as really a specific apprenticeship, as the art of making saddles or ploughshares, of laying walls, of mixing colors, or of sculpturing marble. There are even those, who think with Sir William Hamilton, that "instruction is the most important and the most difficult of arts."

It is true there are excellent teachers — self-prepared — who never received instruction in the art. But, usually, there is no historian to record the tribulations they passed through in the early days of their labor, or the sufferings and losses of the children, experiments upon whom constituted an important part of what is called their self-preparation. Is there not the same evidence of the uselessness of preparation in the other arts, even the highest? The "Genevra" of Powers, the first production of his chisel, is as beautifully conceived, as gracefully shaped, as exquisitely fin-



ished, judged by the common eye, as the "Greek Slave," or the "Eve." Is therefore the sculptor to receive no education in his art? I may be influenced, I know not how far, by the fact that I have spent my life in teaching, with the ever present feeling, that my work would have been done incomparably more easily and pleasantly to myself, and with immeasurably more advantage to my pupils, if I had been able to make the same deliberate and thorough preparation for it, which the lawyer, the physician, and the theologian make for theirs. From whatever cause, I am among those who think that there is a science, and that there is an art of teaching; both in their infancy, but both destined to take rank among the highest sciences, and the most useful and necessary arts.

One great object of education is to draw out and discipline the faculties, each in its place. The teacher must, therefore, know what are the mental faculties, which of them are susceptible of cultivation, and what is the natural order in which they and the moral perceptions are unfolded.

He ought to know, at least, he ought to study, the best discipline for each faculty, so that it may be cultivated to the highest degree consistent at once with its own healthy advancement, and the best growth of the other faculties.

He must study how to use the sciences and letters as instruments for the discipline of the mind; how to create, at the same time, an appetite for knowledge, and a strong desire for improvement.

He must study what is essential to the highest health and best growth of the body, as well as of the mind, lest, in educating the one, harm should be done to the other.

He ought to know what motives are to be addressed, in forming habits of study, and training the powers to the greatest energy and intensity of action, and the best modes of awakening and elevating the moral faculties, so that the attainments made by the mind, instead of being made at the expense of the higher nature, shall be in subserviency to its best condition and advancement.

Another object of education is, at the same time that the faculties are fully and duly exercised, to furnish the mind with stores of useful knowledge, which shall fit it for the wants and services

of life. The teacher ought, therefore, to make a survey of the natural and physical sciences, and to consider and determine what in each is most *essential* to be known, and what is next most *worthy* of being known; what is most indispensable, and what, if learnt, will add most to the resources for usefulness and happiness of the learner. But all the sciences, especially those of natural history, physics, and applied mathematics, are continually and rapidly advancing; the teacher ought, therefore, to watch the progress of each science, and to judge what new discoveries in each are to be learnt, and what may be passed over.

He is also to consider the sciences in reference to each other, and to determine the order in which the principles and truths should be severally studied, so that each shall help the others.

He ought to be able to take a similar practical view, — founded on thorough knowledge, — of language, so as to understand how best are to be presented the facts of language, and the principles of grammar, of logic, and of rhetoric; and, if possible, similar views of history, and of the political and ethical sciences.

Is not this science? And is there any one of these departments of human thought that it does not belong to the teacher to consider? If not to the teacher, to whom does it belong to draw from these sources the materials to be worked up in the education of children? Is he to look to the book-makers?\*

A third and higher object is so to educate the individual as to make the most of him as a man; not only as an animal, with physical powers to be trained and strengthened by appropriate bodily exercise, according to the laws of health and life; not only as an intelligent being, observing, thinking, imagining, reasoning; but as a social being, full of affections, to be a son, a husband, a father, to bless a home; as a citizen, with high relations and extended duties; as a spiritual being, a child of God, accountable, entering, through a state of probation, upon an endless existence.

But, it may be answered, these views of the office and studies of a teacher are suited to a state in which the Common Schools

\* This is precisely what teachers, in most schools, have hitherto been obliged to do. They have been compelled to measure their teaching by the text-books furnished by the press. If these have been bad, their only alternatives have been poor teaching, on the one hand, and, on the other, mastering the subject so as to be independent of the text-books.



are a part of a University, the Directors of which have under their control the whole course of instruction from the earliest Schools to the highest Colleges. Such men ought to be able to take such views.

Is it not equally important, in a State like this, in which improvements in the Common Schools are to be made by the teachers of those schools, and to be suggested by the education those teachers get in the Normal Schools, from their Normal teachers, that such views as these should be taken by those teachers?

The improvements which the Common Schools need are to be suggested by somebody, and made by somebody. Is not this the place in which they should be suggested? Are not the teachers sent from this school the persons to make them?

All the subjects of human thought, when pursued far enough, are found to rest upon general laws. These become apparent and clear just in proportion as they are investigated.

Every subject, when first looked upon, seems chaotic—an ocean covered with clouds, tossing with waves, driven by the winds, rolling in currents and eddies. More attentively considered, it forms itself into principles,—leading truths are seen rising from it. It becomes connected with other subjects by clear and perceived connections. More profoundly investigated, its truths arrange themselves in laws, standing out clearly to the light. The observer has placed himself on an eminence; he commands them all at a glance, sees all their relations, mutual bearings, and applications, and sees which he shall first seek to present, and in what order all may be communicated most naturally and strikingly to the learner.

Such views may sometimes seem to present themselves to the mind instantaneously. But they are revealed to him only who has sent messengers into the land to survey the land, who has purified his mental vision by dwelling days and nights in the mountain of meditation, and has slowly and laboriously climbed to the Pisgah top which commands the view.

Such views must be taken by him who is to be a teacher; and they require, in every case, time and study.

These mature views ought, if possible, to be taken by the teachers who are to have charge of children when their school

education begins. For children, in their earliest steps, are hourly taking lessons in natural philosophy and natural history — in the influence of the great agents of nature upon their bodies, and upon every thing that meets their senses. These are teachers which God has appointed, and the earlier and more familiarly they are made acquainted with them, the better and happier for the learners.

In the natural sciences, in history, in philosophy, and in literature, there is so much to learn, and so much might be taught at school, where so little is usually taught, that whatever will elevate the teacher, improve his methods, enable him to teach more, and to bring his pupils to learn more easily, deserves the earnest consideration of every lover of his species. We can hardly conceive of any thing more worthy of thought.

If a complete comprehension of these studies cannot be given to the teachers of the Common Schools, at least so much *must* be given, as shall enable them to deal with the minds and characters committed to their charge, and to discover and minister the food essential to their healthy growth, at the same time that they are teaching them to read and write.

The teachers of the Common Schools are to be the only teachers of multitudes. How does the character of the future depend upon them! The great majority of the children of the Commonwealth are to have no school education, except what they get from the Common Schools. Thousands are to receive there all the mental discipline, all the moral influences, all the supplies of knowledge, which they are to receive at all, in the forming periods of their lives. A teacher who has rich stores of knowledge to draw from, will be able to sow many a seed which shall grow up afterwards into precious fruits in purpose, character, and action. The more richly endowed is the elementary teacher, the more for the furtherance of all good, and the repression of all evil, will he be able to effect.

The careful preparation of the teachers of the schools for the youngest children, is far more important than of teachers for the higher schools, and it is more immediately important.

The first step is the important step, in education as in every thing else. If the Primary Schools could be put right, all the

higher schools would become so, almost of course. The best teachers of the Primary Schools would be the best prepared for places in the Grammar or District Schools, and the best teachers in the District Schools would be among the best candidates for the place of teacher in the High Schools, whenever their education was extensive and elevated enough to allow of the transfer.

The first and earliest studies, the earliest habits, the earliest impressions, the earliest moral movements, are most important, most formative and influential, and ought to be directed by the best intelligence, and the purest and highest character.

There are many things, of great value, which must be learnt early to be learnt well at all.

Such are the processes of mental arithmetic. They are most easily, in proportion as they are most early learnt ; and to most persons they become more difficult with every year. They might, doubtless, be made, to all persons, if begun early enough, so familiar that all the processes of arithmetic necessary for the common transactions of life, might be always not only mental, but so rapid as to occupy scarcely any appreciable time.

Such, to most persons, is language. Begun early, it is, to all persons, easy ; as every one who has mind, is capable of learning his own language, and would be equally capable of learning any other, if it were begun at that period which He who planted the ear and created the tongue, has assigned for the process. Such, to all persons, in a considerable degree, is the art of reading. All the organs of voice are more pliable and docile in the earliest years, than ever after ; and whoever has seen the effect of good teaching upon children, will admit that all the children, in all the schools, might, under proper instruction, be made better readers, so far as distinctness of utterance and correctness of pronunciation go, at nine years of age, than they are now made at eighteen.

Such, in a great degree, is the power of drawing, and whatever else call into exercise the imitative faculties. Such, with most persons, is music. Such, in every department and line of study, is the habit of thought. If children are not early led to observe, reason, think, and form opinions, for themselves, most of them will never do it. Rousseau, as quoted by Sir William

Hamilton, truly says : "Failing to form the habit of thinking in early life, deprives one of the power ever after." \*

Whoever thinks that there is no art of instruction, and therefore no apprenticeship necessary, must think that a person who has once been instructed, in a good school or a poor school, will be able, when it is necessary for him to teach, to go at once into his school and arrange all the classes, the order and succession of the lessons, and the length of each, determine upon the principles and mode of discipline, and do all else necessary for the proper organization of a school, as readily, as rapidly, and as well, without previous thought, as the teacher will who shall have beforehand fully considered and studied out all these points under the guidance of a skilful and experienced master. He must think that an individual who has once learned arithmetic, well or ill, will be able, without previous study, to teach every thing about arithmetic, mental and written, as well, as rapidly, and as effectually, as one who has so completely mastered the science that he is independent of any text-book, and has so commanding a view of all its parts, and of all the processes of teaching them, that all occurs to him instantly.

He must think that if one has once learnt to read, he will, — of course, if he can teach any thing he can teach that, — without previous study, teach the art of reading ; give all the sounds of the language, all the modulations of the voice, the proper expression of all the feelings, and the tones fitted to all thoughts, as readily and as skilfully, as one who has made each of these a specific study ; so that he will be able, in a few weeks, to convert a class of awkward, blundering, stammering, drawling clowns, into a class of readers, who shall read with a clear, distinct, and deliberate utterance, and a true and just intonation, and in a style so simple, natural, and unaffected, that every one who hears them will feel as if he might and should have read just so himself.

He must think, that whoever has once learnt geography, will be able, following his text-book faithfully, — the text-book being one of those excellent compilations made expressly to sell, and so good, that the disinterested publishers would rather give a school copies enough to furnish all the classes, than that it should

\* L'inhabitude de penser dans la jeunesse a ôté la faculté, pendant le reste de la vie.

use any other, all others being worthless and contemptible, — following faithfully one of these text-books, be able to teach all the great principles and leading facts of this comprehensive science, as thoroughly, and by as wise a method, as Guyot himself could do, if he would take a class in one of our Common Schools.

He must be prepared to maintain, that any one who has ever considered a subject, however cursorily, in a school, with whatever guidance, is as well prepared to present that subject to the mind of the learner, as he who had made a careful and continued study of the subject, with the advantage of having different views presented by other minds in pursuit of the same truth, and all of them sifted and tested by the discriminating scrutiny of an experienced and well-informed instructor.

It is one thing to know what to teach, and another and very different thing to know how to teach it. The first is doubtless an essential preliminary. Most teachers at all times, and all teachers sometimes, are not in a condition to study *how* to impart. They are not sufficiently familiar with the truths they would communicate, and are obliged to be thinking exclusively of them, rather than giving their attention to the mind of the learner while in the attitude of receiving. There must be far more thoroughness in their own preparation before they can successfully begin this higher part of their work. Is not the knowledge *how* to impart, of sufficient importance to have some prominence assigned it in the training of a teacher?

The precise object of this school, then, is to qualify young persons to teach in the Common Schools. It is not the object which higher institutions may have in view — to make as much as possible of the mind and character of the individual, and to make use of language, literature, mathematics, physics, philosophy, and the other studies, as they are best suited to develop, exercise and mature all the faculties, — it is simply to qualify the pupils of this school to teach, as well as they can be made to teach, all the branches pursued in the Common Schools, and, while doing this, to give the highest training which they are capable of receiving, best to fit them for the offices they are to perform, that is: —

1. The object should be to let them make the best special



preparation for the work they have to do ; and, at the same time, 2. To give the greatest possible activity of mind, the most complete possession and use of the faculties, in the ways 'in which they are to be called to use them.

The things to be provided for, are :

1. The ordering and regulation of a school, succession of studies, division into classes, length of lessons, &c. 2. Its discipline and government ; how to secure obedience, punctuality, cheerfulness and good temper ; how to awaken to attention, stimulate to activity, and to form habits of diligent and persevering study : 3. Its instruction in reading and spelling, writing and drawing, geography, grammar and language, and whatever else can be properly and naturally introduced into these lessons ; and 4. To give, at the same time, the best and wholesomest discipline that the school allows, to the physical and moral nature of the pupil.

The modes in which the faculties are to be used most important to a teacher, are : —

1. In getting most readily complete possession of the lessons or subjects to be taught ; 2. In expression, the power of giving to the child by uttered words, by pictured illustrations, and by the use of objects, knowledge as to the lessons taught ; 3. In the power of looking into the child's mind, sympathizing with its feelings, discovering its wants, fears, ignorance, as well as its capacity and will, and how they are to be reached and controlled.

Nearly all these points have received, and do constantly, or from time to time, receive attention in this school. The regulation of a school, and its discipline and government, are made the subjects of study and of free conversation and discussion.

The ways in which the instruction is given and the lessons learnt, tend, in most cases, to give great activity of mind, self-possession, collectedness, and ready use of the truths reached, and of the faculties employed in reaching them.

One mode of instruction constantly used, is the obvious and common one of daily examination by the teachers in the prepared lessons of the day, — what we, with questionable propriety, call a recitation. Nothing operates more certainly to form habits of diligent and thoughtful study. Its objects should be, 1st. To



verify the faithfulness of the learner ; 2d. To find out how far he comprehends the text-book ; 3d. To induce the habit of studying thoughtfully, instead of mechanically — that is, of carrying the subject into its relations and applications. Well conducted, it produces thoroughness, clearness and readiness in the pupil, and exercises him continually in the power of expression.

It is not an easy thing to conduct a recitation well. It can be properly done only by a person perfectly familiar with the lesson. Prepared questions wholly pervert its character. Allowing answers to be given in the words of the text-book, prevents its being of any use as an exercise in language, and may cheat the examiner into a false conclusion as to the lesson's being understood. Too many questions may prevent the learner from forming the habit of giving a clear, continuous, connected account of a series of arguments or a number of associated facts ; too few may lead to the omission of important particulars. The examination should be occasionally varied, by requiring the learner to give definite answers in writing, or without questions, to write out a full account of all he can remember. It should be preceded by a full explanation of all the difficulties suggested by the learner, and accompanied by an explanation of the misapprehensions discovered by the teacher. If there is time, it may be the occasion of additional instruction, often necessary with poor text-books, but of little value unless the teacher has had time carefully to study the subject.

The prospect of a severe and just public examination, conducted by competent persons, at the end of the course, serves as a powerful and healthy stimulus, and creates the necessity of frequent and careful revision. Such an examination shows the life and energy of a school, and is the fairest way of judging of the faithfulness and competency of the teacher. It is obvious that not very much ground can be gone over in this thorough manner. But a single author or a single subject so perfectly mastered, is of more value than ten times the amount of reading, in the careless, cursory, superficial mode usually allowed.

This part of the work of this school, we may confidently say, has been done well. It has usually been done, as it ought always to be done, without book ; teacher and learner having taken pains to know what they have been about.

Valuable instruction has been given, and in a way to be useful both to teacher and learner, in the elements of natural history, in physiology, in natural philosophy, in composition, in the grammar and history of the English language.

The Teaching Lessons, so called, afford an opportunity for investigation and instruction upon an indefinite variety of subjects. An individual is appointed to give instruction upon an assigned or a chosen subject. She makes preparation, as she finds leisure and inclination, and, at the appointed time, appears before the school with a prepared, but, in form, extempore lesson, the rest of the school listening, with a right to criticise, to ask questions, and expect answers.

This method, of great interest as it has been here exhibited, is susceptible of high uses and applications, especially in reforming a neglected but very essential part of education, the art of profitable reading.

This is one of the things which, in Normal Schools and in Colleges, deserves to be looked into, inasmuch as many persons, old and young, who have little or much leisure for reading, read to little purpose from having no method, and no philosophical principle to guide them.

The art of teaching has, in several particulars, made some progress since a Normal School was first established in Massachusetts.

In mental arithmetic, the Pestalozzian method, first introduced by Colburn, has been extended and more extensively applied, and the effects have not ceased to be striking.\*

Geometry has for many years been taught in this school in an admirable manner, always surprising to every person not previously familiar with it, especially to those who have seen no other methods than those formerly common in the colleges.†

\* The essence of this method is questions so arranged as to lead the learner to discover for himself all the truths of the science. Nothing is explained but the meaning of words. It is applicable to those sciences only, which, like arithmetic and geometry, deal with necessary truths. In many Normal Schools on the continent of Europe, it is extended to geometry. Here it is usually confined to arithmetic.

† The essence of the method adopted is the setting the whole of a class at work at once, and keeping them all busy during recitation, instead of calling them in succession. In geography it is extremely useful, as the whole of a class may be set at once to draw a map upon a black-board, or, if there is not room for all, those who cannot be accommodated may be examined while the rest are drawing the map. This simple device often multiplies the power of the teacher by ten or twenty, according to the extent of black-board on the walls of his room.

These methods have been, to some extent, applied to natural philosophy and drawing. I believe we are indebted for the signal improvement exhibited in geometry, to the late Principal of the Bridgewater Normal School, by whom it was brought from the national institution at West Point.\*

There was exhibited, at a recent examination at Bridgewater, a method of teaching which is remarkable, as showing the great advantage of the teacher's being perfectly possessed of his subject, and familiar with every part of it. The leading principles and truths in the science of optics, with their more important applications, and the modes of making them, were communicated, without the use of a text-book, in twenty-one lessons. This method is equally applicable to all the other branches of natural philosophy, and to astronomy and the mathematics. Whoever sees this method applied, recognizes it at once as a true method of instruction, and one of the most valuable ever introduced. I understand that it was brought to Bridgewater from the Rensselaer School in Troy, N. Y.

Great improvements have been made, especially of late, in teaching geography. Higher views of the whole subject have been taken, great general principles have been substituted for innumerable, useless details; the value of map-drawing, already acknowledged, has been still more effectively insisted upon; the intimate connection between geography and history has been pointed out; and, in other ways, a new and stronger interest has been excited.

I wish I could speak with equal emphasis of improved methods of teaching the elements of grammar and language. That decided improvements have not been made at our Normal Schools, in the teaching of language, is not remarkable, when we consider the fact that only our own language has, to any extent, been studied. †

\* It is due to the young ladies who have given instruction in this department recently at the school at West Newton, to say, that without having received instruction in this branch from any person from Bridgewater, they found out, for themselves, all that is essential to the most eminently successful application of the method, with many beautiful processes of their own.

† May we not now claim, as an improvement made by ourselves, one of the greatest that has ever been made in the teaching of language, that of the thoroughness which comes from perpetual repetition — an improvement which was first most distinctly recom-

It is often said, and I have no doubt that, on the whole, it is said with truth, that we teach too much mathematics. But, if the objectors could see *how* it is taught, the profound attention necessary to it, and the great activity imparted by it, they would qualify, certainly, their objections.

We are willing to admit that the truths of geometry, except in their technical and scientific application, are, to most persons, of little practical value; and that the processes of algebra, beyond the light they throw upon arithmetic, are of none whatever; and that neither of them is, in itself, valuable as a preparation for human duties and the great subjects of human thought. But the habits of attention, of concentration, of perseverance, of exact method, of meeting and overcoming difficulties, of presence of mind, and of the complete command of what has been learnt, which are strengthened by our modes of teaching these branches, are of the highest value to all.

And it will be remembered that these are the most elementary of all studies, and that they are, perhaps, the only elementary studies which are so easy that a complete knowledge of them can be obtained in the short space of time allowed for our course; and it is certainly very desirable that some one subject should be as perfectly mastered as possible.

If there is any truth in the views which I have presented, as to the importance of furnishing the mind, during its earliest course, with subjects for examination and study, taken from the material world, one of our great wants still is the want of methods of studying objects, and thereby of giving habits of observation and exact knowledge of the properties of things as they exist in the reality of nature, and of the language by which all the properties of objects and their relations are expressed.

The most valuable study for early years is language. The first thing to be secured to a child, is the power of communicating with the outer world and with other minds. This can be

mended and explained, in a book called the *Ciceronian*, prepared by the present learned Secretary of the Board of Education.

I do not, of course, accuse the Secretary of pretending to introduce the practice of repetition as a discovery: It had long been admitted wherever sound learning had existed; I only claim for him credit for insisting upon a practice so essential to any real thoroughness of scholarship, and so diametrically opposed to the methods generally practised.

effected only by language. All objects in nature, and their properties, can be usefully known only by means of their names. All the thoughts that men have had and now have, — all the accumulated knowledge of the world, — can be known only by means of language, and the larger any one's vocabulary is, the easier his access to all this knowledge.

The names of all objects and their properties, are most easily learnt in very early years ; all colors and shapes, all odors, all tastes, all those properties which are discovered by feeling, all sounds, notes of music and voices. Yet the cultivation of the senses has, practically, received little attention ; and no systematic means are used of studying and naming the several objects of the senses. From this great defect in early education, the vocabulary of most people is, strange as it may appear, very meagre upon all objects of the senses. And this meagreness of language and of knowledge of external objects, almost necessarily leads to meagreness of language for those classes of intellectual and spiritual subjects, in speaking of which we are obliged to use words borrowed originally from the outer world ; that is, nearly all the branches of morals, of esthetics, and of metaphysics. Upon all these subjects, — indeed, upon nearly all the subjects comprehended by literature, — much of the language used is figurative, metaphorical, borrowed from, and secondary application of, the language primarily applied to objects of the senses. Richness and originality in the use of such language must depend upon an early and intimate acquaintance with the objects to which the words were primarily applied. So it is with the language of poetry. The language of poetry is pictures drawn from the visible, audible, tangible, outer world.

Of the means of instruction here suggested, — all those means which give a distinct character to the so-called Real Schools of Germany, — very little notice has hitherto been taken in the schools in this State.

But the greatest want, or deficiency, in our system of teaching, is in the teaching of morality, — ethics, — and the higher philosophy. To be rightly taught, they should be taught after a method similar to that pursued in the teaching of optics, of which I have spoken. Such seems to have been the method of the great masters of antiquity.



It is not surprising that, amidst the overwhelming duties which, up to this time, have borne down our teachers, no one should have found leisure to master the great sciences of ethics and metaphysical philosophy, so as, in addition to his other labors, to teach them, however fundamental he may consider them to the functions of a thoroughly accomplished teacher, in the masterly way in which the common branches are actually taught.

Where is philosophy so taught? Where are the great principles of ethics made practical — the principles of common duties and relations — taught in the same elementary and thorough manner, as all who have attended the examinations at West Newton and Bridgewater have been in the habit of seeing exemplified in the mathematics, and in some departments of the physical sciences?

Yet it ought to be done; and if there is any body of learners for whom, more emphatically than for any others, it should be done, it is that body of learners all of whom are presently to become teachers; all of whom are about to take charge of the formation of the character, the education of the conscience, the fixing the principles, the awakening the highest aspirations, of numberless spiritual creatures, at an age when the affections have not yet been chilled, the conscience has not yet become hardened, the principles and the character are still to be formed? What immeasurable power would be added to the influence of the pulpit, if the training up of the children, in their impressible years, were always within its scope. What a divine work might be done by mothers, if most mothers were not too much engrossed by lower cares, too much deadened by sin and indifference, and too completely disqualified by a poor, low, earthly and sensuous education, to undertake these high offices. We daily see what a lofty purpose is brought here, or conceived here and carried hence; we see how susceptible of the highest influences these classes are; we see that they have not yet passed that age at which the words of the Saviour, "Be ye therefore perfect," reach, and stir up the very depths of the soul.

This is the place, and these are the persons, for whom this noblest kind of teaching ought to be carried as high as it can be. With the same completeness of preparation, and spirit-stirring vivacity of execution, which we have always seen in this school

in arithmetic and geometry, which we have seen in the teaching of optics at Bridgewater, and recently in geography and physiology at West Newton, — what might not be accomplished? Undoubtedly, the work is incomparably more difficult; it requires a fuller preparation and a wider vision; it brings into exercise higher faculties, and supposes the teacher to stand upon a loftier elevation. But, if it is more difficult, it is also beyond measure more important.

I have no right to speak, and I beg that I may not for a moment be supposed to speak, as thinking that this highest part of the teacher's preparation has been neglected. Very far otherwise. It holds, and always has held, a most prominent place. The modes of influencing, governing, and teaching in morals, have been frequent subjects of conversation, the attention of the learners has been continually turned towards them, and this has been held up as the most important part of the teacher's work.

I only mean to say, that this most difficult part of the work has not been done in a manner so conspicuously successful, as have those more easy and elementary portions of which I have spoken.

And yet, if there is to be any difference, this ought to be taught better than any thing else. It ought to be the crowning and characteristic feature in Normal School instruction. For this is coming to be the all-important point; moral instruction of the highest character must be given in our schools. If not, they will be considered, and they will be rightly considered, as having failed of accomplishing their most important object. If not, the enemies of progress and of liberty will avail themselves of the defect — not, perhaps, to overturn in Massachusetts — but elsewhere to prevent the adoption of this most perfect system which has ever been devised, — the system which makes the property and intelligence of all a common fund for the education of all the children of the State, — and to substitute for it sectarian schools; a substitution, which, in all the small towns in the country, will sacrifice the interests of the poor — of those Christians who shall happen to be in a feeble minority — to the interests of the dominant sect, or oblige them to surrender their religious liberty. And this moral instruction must be based on the Gospel, on those great principles of Christianity which are common to all Christians, the great principles of the immortality and accountability

of man, of the holiness and omnipresence of God, of the authority of the teachings of Christ. This must be the foundation: "For other foundation can no man lay than that is laid."

A part of the work of preparing teachers, which has received some attention, and which is deserving of much more, is practice in teaching. We think that the pupils of the Normal Schools, ought all, if possible, to have opportunities of teaching, under the eye of their teachers, some of the branches they will be called to teach in the schools they are preparing to enter. Every writer of any authority has insisted upon the value of this practice. How can we know, with any certainty, that one of our pupils will be successful in teaching, unless we give her an opportunity to teach? How can the master correct her mistakes and direct her tendencies, without seeing the mistakes she makes, or the erroneous practices she is liable to fall into? In the schools of Framingham, we trust that opportunities will be afforded of doing this more fully than it has hitherto been done.

We have considered, rapidly and imperfectly, some of the causes which led to the establishment of Normal Schools in Massachusetts, some of the ends to be aimed at in such schools, something of what has been done in this school, and something of what is needed.

The changes that have been taking place among the schools in Massachusetts, in the last fourteen years, are full of the highest encouragement for those whose hearts are in our cause. All over the State, better school-houses have been erected. The houses built are, on the whole, better situated, better arranged, better warmed and ventilated, and better furnished. A more liberal spirit prevails. In very many places better schools, far better schools exist. Good teachers are more in demand than ever before. In many large towns and cities in the immediate neighborhood of Boston, there are high schools of the same character as were found, at the beginning of that period, in only one or two. In many towns the system is a well-arranged and subordinated one. In many others, higher schools are going into operation, and the action of the system is improving.

As to the success of the pupils of the Normal Schools, we hear reports often enough unfavorable to show that they are

honest, but, on the whole, in the highest degree satisfactory — satisfactory in some important particulars.

The Normal pupils commonly know how to begin school so as to avoid the usual enormous loss of time taken up in fixing upon a plan. They know how to conduct a school upon a system. Their experiments have been already made, — here in the Normal School, and they usually know, from the first, how to teach arithmetic ; geometry, in places where before it was thought impossible, and well, too ; geography, so as to make it a delightful study ; physiology, to classes who before had spent their time upon the reading books ; and reading, as well, certainly, as it had previously been taught ; and they have been able to give much additional instruction. Considering the greatness of the work, and the slowness of the nature of reform, these reports have been better than some of the most sanguine of the friends of Normal Schools had dared to hope for. In some instances, a school committee, after having made trial, for a session, of one of our pupils, has sent to engage, for the next school-term, teachers enough to teach all the schools in the town.

These auspicious changes have, we regret to be obliged to admit, not extended equally to all parts of the State. There are many towns which have not yet felt, directly, the influence of the improved modes of teaching, and of the better-prepared teachers. But the Legislature, with these parts of the State particularly in view, has made generous grants to the Normal Schools, for aid to individuals preparing themselves to become teachers in the Common Schools, and the Board are endeavoring, in the distribution of this aid, to reach precisely those points where the influence of the Normal Schools, and of the great recent movement in favor of better education, has been hitherto least felt.

We believe that talent, and genius, and devotedness, and all the other most precious gifts of Providence, have been distributed with impartial beneficence, equally among the poor and the rich, amongst those scattered in solitary places and those gathered in cities ; that the poor girl of the country hamlet is just as likely, with equal opportunities, — and often even without, — to make a distinguished teacher, as she who has been born in a situation apparently most favored ; and we see no reason why there should

not be, in every small town in the country, provided a wise system of arrangement be introduced, schools in every respect as good, and in which as much may be accomplished, as in the best schools now to be found in the largest cities.

The good work is begun. Towards such an end things seem to be tending. But ends like these, which in the countries of the old world, are helped forward by royal and princely patronage, must be reached here by the earnest coöperation of individual men, public-spirited, generous, intelligent, and wise and disinterested enough to forget self, and party, and sect, and to unite for the best good of the Commonwealth.

We have to thank the generous inhabitants of this town, for giving a noble example of such action.



## BOARD OF EDUCATION.

1853.		1852,	1853.		1853.
Jan. 1,	To Balance from Account, settled Dec. 15, 1852,		Jan. 7,	By this Sum received of the Treasurer of the Commonwealth, on warrant drawn by the Governor, upon the Appropriation for Support of Normal Schools, - - -	\$2,500 00
" "	To Sundry Payments for Normal School at WESTFIELD—		April 2,	By this Sum received of the Treasurer of the Commonwealth, on warrant drawn by the Governor, upon the Appropriation for Support of Normal Schools, - - -	2,200 00
April,	Salary of Principal, three months, - - -	\$275 00	June 29,	By this Sum received of the Treasurer of the Commonwealth, on warrant drawn by the Governor, upon the Appropriation for Support of Normal Schools, - - -	2,000 00
	Salaries of Assistants, - - -	225 00	Sept. 29,	By this Sum received of the Treasurer of the Commonwealth, on warrant drawn by the Governor, upon the Appropriation for Support of Normal Schools, - - -	2,000 00
	Instruction in Music, - - -	40 00			
	Instruction in Penmanship, - - -	20 50			
		\$560 50			
	Salary of Principal, three months, - - -	275 00			
	Salaries of Assistants, - - -	225 00			
	Instruction in Penmanship, - - -	40 00			
	Insurance, - - -	31 00			
	Repairs, - - -	7 40			
July 1,	Salary of Principal, three months, - - -	275 00			
	Salaries of Assistants, - - -	225 00			
	Instruction in Penmanship, - - -	40 00			
	Lightning Rods, - - -	24 90			
		564 90			
Oct. 1,	Salary of Principal, - - -	275 00			
	Salaries of Assistants, - - -	225 00			
	Instruction in Penmanship, - - -	40 00			
	Sundries, - - -	20 00			
		560 00			
		2,263 80			
Jan. 4,	To Sundry Payments for Normal School at WEST NEWTON—				
	Salary of Principal, three months, - - -	375 00			
	Salaries of three Assistants, three months, - - -	275 00			
	Repairs, - - -	29 37			
		679 37			
April,	Salary of Principal, - - -	375 00			
	Salaries of Assistants, - - -	275 00			
		650 00			
July 5,	Salary of Principal, - - -	375 00			
	Salaries of two Assistants, - - -	200 00			
	Salaries of two Assistant Pupils, - - -	65 00			
		640 00			

# TREASURER'S REPORT.

55

Oct. 6,	To Salary of Principal, - - - - -	375 00	
	Salaries of Assistants, - - - - -	233 33	
	Advertising, - - - - -	38 00	
	Care of School Grounds, - - - - -	21 02	
		<u>667 35</u>	2,636 72
Jan. 14,	To Sundry Payments for Normal School at BRIDGEWATER—		
	Salary of Principal, - - - - -	375 00	
	Salary of first Assistant, - - - - -	175 00	
	Salary of second Assistant, - - - - -	125 00	
	Incidental Expenses, - - - - -	4 60	
		<u>679 06</u>	
April,	Salary of Principal, - - - - -	375 00	
	“ first Assistant, Mr. Edwards, to Jan. 26,	40 38	
	“ Assistant, Mr. Boyden, to March 31,	144 22	
	“ Assistant, Mr. Hewett, to March 31,	76 92	
		<u>636 52</u>	
July 1,	Salary of Principal, - - - - -	375 00	
	“ first Assistant, - - - - -	175 00	
	“ “ due for quarter ending March 31,	19 23	
	Salaries of two Assistants, - - - - -	100 00	
	Painting School-house, - - - - -	88 69	
	Washing, \$8, Advertising, \$7 25, - - - - -	15 25	
	Crayons, - - - - -	3 33	
		<u>777 00</u>	
July 5,	Insurance of School-house, - - - - -	33 75	
Aug. 11,	Advertising, - - - - -	5 00	
		<u>38 75</u>	
Oct. 5,	Salary of Principal, Mr. Conant, - - - - -	239 00	
	Salary of Principal, Mr. Tillinghast, - - - - -	135 98	
	Salary of A. G. Boyden, Assistant, - - - - -	175 00	
	Salary of C. C. Hewett, Assistant, - - - - -	100 00	
		<u>649 98</u>	2,781 85
1852.	To Sundry general Payments for Normal Schools—		
Dec. 27,	Henry Ernis's Bill, for Chemical Lectures, - - - - -	133 34	
1853. {	A. Guyot's Bill, Lectures on Geography, - - - - -	200 00	
Jan. 4, {	Bill of Books purchased by Secretary, for N. Schools, -	226 29	
		<u>559 63</u>	
	Carried over, - - - - -	-	\$8,266 45

Carried over,

\$8,700 00



# TREASURER'S REPORT.

57

1853.		1853.	
June 4,	To B. Sears' Bill for Books purchased for Normal Schools, - - - -	\$79 74	By balance in the hands of the Treasurer on account of this Fund, December 15, 1852, as appears by his account then rendered, - - - -
April 1,	paid for instruction in Music at Westfield Normal School, - - - -	40 00	\$539 32
July 1,	paid for instruction in Music at Westfield Normal School, - - - -	40 00	income of Todd Fund due April 1, and received of the Treasurer of the Commonwealth, - - - -
" 20,	paid for instruction in Music at Bridge-water and West Newton Normal Schools—B. F. Baker's Bill, - - -	112 13	324 00
Oct. 1,	paid for instruction in Music at Westfield Normal School, - - - -	40 00	
Dec. 14,	Balance in the hands of the Treasurer at this date on this account, - - -	551 45	
		<hr/> \$863 32	<hr/> \$863 32

THOMAS KINNICUTT, *Treasurer.*

The above account has been examined, and is found to be correctly stated and properly vouched.

EMERSON DAVIS, }  
ISAAC DAVIS, } *Committee on Accounts.*

*Boston, December 14, 1853.*





---

SEVENTEENTH ANNUAL REPORT  
OF THE  
SECRETARY  
OF THE  
BOARD OF EDUCATION.

---



## TO THE BOARD OF EDUCATION,—

GENTLEMEN : —

The year now brought to a close is one upon which we may look back with more than ordinary satisfaction. The enactment of the last Legislature, establishing forty-eight State Scholarships, will long be remembered as marking an era in our school legislation. Already have other States of the Union given signs of an honorable emulation by the applications made to this office for more particular information, and for suggestions on the subject. The establishment of a fourth State Normal School is another evidence of progress. The people in the different sections of the Commonwealth are becoming more thoroughly convinced of the beneficent influence exerted by Normal Schools, upon all the interests of education, and are asking for a more adequate supply of teachers trained by the State for their office in these institutions. It is this sentiment coming up from the people, and manifesting itself among our legislators, that has led to another important measure by which provision is made for the distribution in each of the Normal Schools, of a thousand dollars annually among a certain class of pupils. A pleasing feature of this liberal and enlightened policy of the State, is the unanimity with which all parties concur in carrying it into effect. It is well that there is one subject so uniting the opinions of all, that the only strife respecting it is, who shall have the largest share in advancing its objects. It is a noble spectacle to see a large body of legislators, assembled from every portion of the Commonwealth, forget, for the time being, their differences of opinion on other subjects, and, animated by no sentiments but those of patriotism, and holding no interests dearer than those of posterity, enact those wise laws on public instruction, of which every citizen may justly be proud.

These signs of advancement in the public mind in regard to the education of the young are, in many places, as apparent in the acts of the people in their municipal capacity, as in the proceedings of the Legislature. The liberality of the towns in voting appropriations for the support of the public schools, has only in one or two instances, in a single year, advanced so much as it has during the last. Not less general, perhaps, and certainly not less important, is the considerate attention now given to the various means of improving both the external organization and supervision of the schools, and their internal state in respect to instruction and discipline. Even in those towns which still adhere to the defective system of districts and district agents, with all its train of evils, there is a change in the views and feelings of the people gradually going on, which, at no very distant time, will lead to important modifications of the system, and probably, in most cases, to its abolishment. In almost all such towns, are found public-spirited men of commanding talents and influence, who are unwearied in their efforts to raise the general tone of public sentiment, and so far to enlighten the popular mind as to prepare it to adopt a higher standard of education. This process is none the less sure in its results, from the slowness of its operation. Whatever ground is once gained by such means is an acquisition that will not soon be lost.

Having alluded to these two general sources of influence and power in our system of education, and to the effects produced by them as they now present themselves to our view, I design to remark somewhat more particularly upon the department of public instruction in its various ramifications; upon the part performed by the Board of Education, and the principles which govern its action; upon the duties and labors of its Secretary and Agents; upon the state of the Normal Schools, and upon the Teachers' Institutes. In a supplement will be presented some improved plans for the construction and arrangement of school-houses, with the necessary explanations.

The Secretary, not being himself a member of the Board of Education, may, perhaps, be permitted to use a little latitude in speaking of some important features of it to which no allusion is made in its own Reports.

It will appear from what follows, that the Board is extending its operations, and is gradually approximating nearer and nearer, every year, to the object for which it was established, and to which it has steadily directed its aim.

The Board itself consists, as is well known, of the Governor of the Commonwealth, and of the Lieutenant-Governor, who are members *ex officio*, and of eight members, of whom one is appointed by the Governor and Council annually. Each of these eight members serves, consequently, for a period of eight years. The expediency of the law requiring the Board to be so constituted has been fully demonstrated. Under any ordinary circumstances, it may well be doubted whether this arrangement could be materially improved, or, indeed, whether any radical change in the organization could be made without endangering either the efficiency or the safety of its action. Taken out of the whirl of party politics, and placed upon ground common to all, it can pursue its course steadily, unaffected by the fluctuations even of the government itself. Any abuse that might creep in, can always, in the end, be remedied by the people through those whom they choose to place in power, while there is a salutary check upon all attempts at too sweeping a change at any one time. The experience of nearly eighteen years has shown, that no administration has been inclined to subordinate the interests of education to purposes of its own. To the honor of those who have made the appointments it may be said, not only that members of the Board have been selected on the principle of having primary reference to their personal qualifications for the office, but that the preservation of the proper balance of interests, political, religious, and local, has become a matter of settled usage. It is to the wisdom of the framers of the law establishing the Board of Education, and to the discretion exercised in the appointment of its members, that we are chiefly indebted for the stability of our system ; while other States, which have acted on a different principle, have moved alternately forward and backward.

The Board, in executing the duties of their trust, acted from the very beginning, with singular unanimity and judgment. Their preliminary and inceptive measures were cautiously taken, in order that the principles which guided them in striking out a



plan of operations might be fairly tested by experience, and that the public mind might be gradually prepared for what should follow. The results of the first experiments, which were tried on a very moderate scale, were rather convincing to the reason than striking to the imagination. But as soon as the way was made clear, so as to give to the Board a suitable degree of assurance that they could advance without hazarding the great interests committed to their charge, plans were matured and laid before the people, and executed, after having received legislative sanction, with a measure of success, which convinced the most incredulous of the value of a State Board of Education. The career of the Board has continued for a succession of years to commend itself more and more to the people, till the department of Education has reached its present position, as a permanent branch of the government, and the body which presides over its interests has become strong in the public confidence it enjoys, and in the resources placed at its disposal. The growth of the system of operations that has sprung up under its auspices has been healthy ; and the demonstrations it has made in regard to the feasibility of various public measures for improving the elementary education of a whole people, are a valuable contribution to the progress of society.

The Board hold semi-annual meetings in the months of May and December, and frequent special meetings, as occasion requires. But by far the larger part of its business is performed by various standing committees. As the Board is a small body, several of its members must act on two or three committees ; and the amount of service, requiring both time and reflection, which these perform, is much greater than would be imagined by those who merely read the Annual Reports. Each Normal School is placed under the special direction of a Board of Visitors, who regulate its expenditures according to prescribed rules, make all the necessary arrangements for the external and internal order of the school, attend and direct the examinations at the close of each term, and also, either personally, or through their chairman, the examination of candidates for admission, distribute the aid granted by the State to the pupils for whom it is designed, and report to the Board at its annual meeting.

There is an executive committee, who transact such business

during the intervals of the meetings of the Board, as lies out of the sphere of the Visitors and of other committees, and yet does not require the action of the whole Board. Certain duties are, either by general rules or by special vote, referred directly to this committee, while others, growing out of new and unforeseen emergencies, are discretionary, and may either be performed by the committee in a provisional way, or be laid before the Board at a special meeting, which they are authorized to call for the purpose. This same committee is an advisory board, which the Secretary can consult from time to time, on important questions relating to the discharge of his duties.

Another important committee is that appointed to act with the Secretary, in representing the Board before the Legislative Committee on Education. It often happens that this legislative committee desires to be made more fully acquainted with the views of the Board on certain points, than it has the means of being from the printed reports. There are, moreover, occasionally, questions brought before that committee, so vitally affecting the system of public schools, that they sometimes deem it highly important to consult that body who are supposed best to understand the educational interests of the State. But for such an arrangement, the Secretary, who is often applied to for an opinion in cases of peculiar difficulty, would not unfrequently have reason to hesitate in giving an opinion of his own that had not been confirmed by the judgment of others associated with him. No one can reasonably doubt that there will be a more perfect harmony between the plans of the Legislature and those of the Board, and a greater degree of coöperation, when provision is made for such occasional interviews of their respective committees, than there would otherwise be. If there ever was room for such doubt, the experiment that has been made with such admirable results, is adapted to do it away.

During the last year there has been an accumulation of business, that rendered it necessary to appoint several select committees, and to charge them with very onerous duties. New sites for two Normal Schools were to be chosen, and buildings to be erected on them. As the laws authorizing the removal of the West Newton Normal School, and the establishment of a new one in the county of Essex, required the Board to advertise for

proposals from different towns, at the same time making it necessary, from the smallness of its appropriation, to depend on those making the proposals to furnish sites for the buildings and a part of the funds necessary for erecting them, a work of no little complexity and delicacy was hereby devolved upon the Board, in carrying out these provisions in all their details. The duty to be performed was, not to meet and discuss the question of the most eligible localities, but to visit and carefully examine, through committees, all the sites that were offered, to hear the representations of the parties who made the proposals, and then, on receiving the reports of these committees, to make the selection from those which came within the provisions of the law, with a due regard to all the considerations which should influence their decision. This being done, other committees were to be appointed to procure plans, and, after their adoption by the Board, to make the contracts for the erection of the buildings.

Hereafter, the Board will furthermore be charged with the duty of carrying into effect the law establishing State Scholarships, and of annually selecting, jointly with the State Senators of the districts entitled to present candidates, the individuals who shall be judged most worthy of enjoying this public benefaction. Such is a general outline of the duties gratuitously performed by the Board of Education, and it is believed that few public servants of the State perform a more important service.

The office of the Secretary requires him to act personally in part, and in part through others. It is his province to examine the reports of the school committees from all the towns of the State, and from the information thus derived, together with that received from other sources, and from his own observation and reflections, to prepare his Annual Report.

The direction of the State Teachers' Institutes is, by the Board of Education, committed to his hands. These periodical meetings of teachers have become so numerous, and have assumed such an importance in the public estimation, that it is necessary to bestow much thought upon the best manner of conducting them, for it cannot be supposed that they have yet reached their perfection. The arrangements themselves cannot be suitably made, without much time and labor. Teachers and committees are to be consulted, in reference to the most con-

venient times and places for holding them. A competent board of permanent instructors, — the most important and yet the most difficult object to secure, — is to be provided, and specific arrangements to be made with each one, as to the amount and the precise time of the service to be rendered, which, in different Institutes, must often vary, and not less than fifteen entire weeks are to be devoted to personal attendance, during which period the Secretary presides at three sessions of the Institute each day.

His duties in connection with the doings of the Board, necessarily have a wide range. It is expected that he shall have his share in originating measures in the Board, and act as a member of all its committees. During the last year, his labors have been much increased, by the additional business devolved upon the Board by several recent acts of the Legislature.

There are now four Normal Schools to be cared for constantly, one of which requires the more attention from the circumstance that it is not yet in operation. The Secretary is instructed to be present, as far as may be, at all the examinations, both of candidates for admission and of the classes at the close of each term, and to keep himself familiar with the progress of events in all of the schools.

The correspondence of the Board, and of its various committees, falls, of course, upon him. The business of the office is divided between him and his assistant, who is also acting State Librarian. All that miscellaneous correspondence and business which cannot well be delegated to another, are attended to personally by the Secretary. His assistant examines the school returns, and makes up the Tables appended to the Annual Report, advises with those who come to consult him in respect to the proper application of the school laws, attends to the distribution of documents on education; and, in the absence of the Secretary, to visitors who come from abroad for information in respect to the public schools, and in general, to the routine of daily business connected with the office.

For the greater part of the time when the Legislature is in session, and on stated days in each week through the remainder of the year, except during the Teachers' Institutes, it is found expedient for the Secretary to be at the office at least a part of the day. A greater amount of important business can be trans-



acted by him there than anywhere else, at those times. The members of the general court, a large part of whom return to their own homes daily, usually act as a medium of communication between the people of their towns and this office, thus offering peculiar facilities for transacting business with all parts of the State.

The superintendence of the agencies, which is committed to the Secretary by the Board, is usually attended to on Saturday of each week, that being the time least favorable for visiting the schools, and being also one of the stated days (Mondays and Saturdays) of the Secretary's attendance at the office. The particular object of these meetings with the Agents, is to receive weekly reports of the places visited, and of the kind and amount of service performed, to be recorded in a book kept for the purpose; to furnish the Secretary with the knowledge he needs on various subjects connected with the state of the schools; to confer together on the most successful modes of procedure, as suggested by daily experience and observation; and to make any modifications in our arrangements which newly received information, or requests, would seem to demand. Though it would appear, at first view, that the several towns in the State were entitled to be visited in rotation, there is a secondary consideration, which must sometimes modify the general rule. There are certain periods when the people of a town give special attention to their schools with reference to a revision of the system, and when a few words, fitly spoken to the right persons at the right time, will produce a permanent effect of more importance than a month's service after the occasion has gone by. Nay, an injudicious system may be adopted for the want of further knowledge of the subject, which must long be perpetuated, because new districts or divisions cannot, at once, be given up; nor new and costly houses, though injudiciously located and badly constructed, be reconstructed. There are many such considerations which must be taken into the account, if the greatest efficiency is to be given to our agencies. It is, therefore, of the utmost consequence that the Secretary be so well informed on all these points, from week to week, as to be able to direct the agents in the most skillful manner.

The 'Teachers' Institutes, already incidentally alluded to, are



steadily advancing in power and efficiency. Just in proportion as we have succeeded in procuring able and skilful instructors to conduct them, has the interest in them increased. The advantages resulting from an elevated as well as simple course of instruction are manifold. The mere fact of the connection of eminent teachers with the Institutes, is not without its influence. It serves to give them character, and is the means of attracting the attention of those who might otherwise be indifferent. The experiment of employing ordinary men at Teachers' Institutes, has been sufficiently tried in different States, to prove its inexpediency. Under such auspices these meetings of the teachers may, indeed, have a temporary popularity, arising from novelty. But, when the excitement from that cause has passed away, persons will become weary of mere mechanical drill, and loose discussion, and the better class of teachers will manifest indifference which will soon spread among the rest. But suppose an interest could be kept up among ordinary teachers after it had been lost among others of a superior rank, the effect even upon this class would, in the end, be less beneficial than that of a higher order of instruction. Beside the danger of falling into a mere mechanical imitation, and of attending to peculiar method and rules, instead of principles, the habit of comparing their attainments with those of men but little superior to themselves, would be liable to produce among teachers a feeling of contentment with inferior qualifications. The simplicity of an ordinary mind of moderate culture, however practical it may be, is, in its influence upon a body of teachers under its guidance, very different from the simplicity of a profound and richly stored mind, when treating of the same elementary subjects. The one acts upon the memory, and upon the power of imitation; the other, elevates the whole being into a higher region of thought and feeling. The man whose mind has a philosophical comprehension of the whole subject of which he is treating, in descending to the simplest elements of knowledge, distinguishes between what is essential and what is factitious, and takes his first step, knowing definitely to what it is to lead, and, by dealing with principles, invests familiar subjects with a fresh interest, and continually furnishes new materials for thought. The information received from such instruction is solid and fundamental, and is

more valuable for the mental activity it will produce, than for the stock of ideas furnished at hand for immediate use. A mere facility to use other men's ideas, is that of which many teachers have already too much, in consequence of which they glide easily and smoothly over ground which they ought to plough and harrow.

It is, moreover, highly important to employ, if possible, some person, as a lecturer for the evenings, who has the power of moving the whole mass of the intellect of the place; who can attract men of a higher order of mind from adjoining towns; who, in short, can lift, for the time being, the whole population into a more intellectual atmosphere, and turn all this current of newly awakened interest in the direction of the public schools. Such an impulse, given to adult education, is not only valuable in itself considered, but is equally so in its influence upon families and upon schools. We have an example of this in Professor Agassiz. It gives me great pleasure to say that this distinguished lecturer, whose attendance at each Institute was formerly limited to a small part of the week, and whose engagements in a distant part of the country during the winter months, occasionally withdrew him entirely from our service, has accepted a proposition to be in the service of the Board twenty entire weeks annually. By this arrangement he will be able to attend all our Teachers' Institutes during the whole time they shall be in session, and to give, moreover, a course of instruction at each of the State Normal Schools.

Lowell Mason, Esq., who has been in Europe the last two years, attending not only to the science of music, but to the methods of instruction on other subjects adopted in the best schools of Germany, and who, on returning from the continent to England, was employed temporarily in some of the Normal and other schools of that country, to exemplify the methods which he had studied and long practised with so much success, has, at length, returned to America with increased power and skill as a teacher, and resumed his place as instructor at the Teachers' Institutes.

The valuable instructions of Professor Guyot, in geography, have been somewhat extended the past year. The gentlemen who have conducted the other branches of instruction, are

the same as those employed formerly, namely: Messrs. William Russell, S. S. Greene, Wm. J. Whitaker, and D. P. Colburn.

The twelve Institutes held during the year, were as follows:—

	<i>In the Spring.</i>	Attendance.
At Lunenburg,	April 4—9,	122
Oxford,	" 11—16,	160
Templeton,	May 2—7,	178
Middleborough,	" 10—14,	118
Haverhill,	" 17—22,	81

	<i>In the Autumn.</i>	
Natick,	Oct. 10—15,	113
Millbury,	" 17—22,	153
Conway,	" 24—29,	157
Orleans,	Nov. 14—19,	50
Malden,	" 28—Dec. 3,	70

	CITY INSTITUTES.	
New Bedford,	June 15—18,	140
Nantucket,	Aug. 2—5,	150

---

1,492

Making an average attendance of 124. Other City Institutes belonging to the season, being held at a later period than was anticipated, will come into the next year's account. It was found that the attendance of teachers was becoming too large for convenience, as it was often difficult, in the smaller towns, to procure halls large enough to accommodate all the members, or to find a sufficient number of boarding-places within a suitable distance from the place of meeting. It was thought unadvisable to deprive the smaller towns of the benefits of these meetings, and measures were accordingly taken to reduce the attendance to about 125 or 130. In two instances, at Orleans and Malden, there were unforeseen causes which prevented the usual attendance.

It has been designed to give to the Teachers' Institute a peculiar character, and to trench as little as was practicable, on the ground occupied by the voluntary associations of teachers which

receive State patronage. In the Massachusetts Association of Teachers, and in the several county associations, written lectures and essays, together with oral discussions on practical subjects, are made very prominent in the public exercises. The opinions and the experience of teachers are here fully brought out, especially in regard to the important subject of school discipline. On this account, instruction and exercises illustrating the best modes of teaching, constitute the principal part of the exercises of the Institutes. Such an adjustment having been accomplished, by a little concert at the beginning, the different organizations for the improvement of teachers, can have their distinctive features, and act in harmony with each other in performing their peculiar functions as parts of a general system.

In respect to the Normal Schools, the past has been a peculiar year. The removal of the school formerly at West Newton, the retirement of the Principal of the Bridgewater School from the service of the Board, and the establishment of a New Normal School at Salem, have rendered it necessary that much of the work of the year should be preparatory to that of the year to come. In the meantime, as much has been accomplished as could be reasonably expected under these circumstances. For a more particular account of the state of the Normal Schools, I beg leave to refer to the Report of the Board, and to those of the Visitors appended thereto.

On the subject of Agencies, that part which relates to their being under the direction of the Secretary, has been anticipated. As the funds appropriated to this object were in danger of being expended faster than they became due, one of the agencies was, on the resignation of the Hon. Charles W. Upham, suspended for a time, but has since been resumed, by the appointment of Mr. Richard Edwards, Jr., formerly a teacher in the Bridgewater Normal School, but more recently Principal of the English High School of Salem. The board have reason to believe that he is peculiarly fitted for the service to which he is appointed. The considerations which led to the choice of one versed in the business of teaching and of managing schools, rather than a statesman and orator, were presented at length, in the Report of the last



year. Much of the labor previously bestowed upon the objects of the agency were necessarily directed to awakening among the people a deeper interest in the subject of education, and to removing the cloud of error and ignorance which, in many towns, hung over the popular mind in regard to the capabilities of our system of public schools. That object having been, to a great extent, attained through the services of the eminent men who were employed for the purpose, it now remains to bring out those capabilities, and to present a realization of the ideas which were laid before the people.

Mr. Edwards entered upon his duties the fourteenth day of November last. The report of his labors for so short a period may be passed over here. Mr. Leach has been in the service of the Board throughout the year. He has visited, during that period, about one hundred and fifty towns and cities, and about five hundred schools. The character of the service rendered, differs but slightly from that reported the last year. He has employed most of his time in advising with school committees, on all those points which conduce to the highest prosperity of the schools, and in meeting the teachers of each town in one of its schools, and exemplifying before them, and before the committee, the most approved methods of instruction in all the branches commonly taught.

The large number of new school-houses which, in different towns, it was proposed to build, occasioned, in part, by the establishment of high schools and the grading of the lower schools — causes which will continue to operate with increased effect, for many years to come — and the frequency of calls from school committees to aid them, by suggesting the most convenient and most approved plans, have led to an examination of the houses now in use ; and the result of such examination is the discovery of great deficiencies, even in those school-houses which have been recently erected. It not unfrequently happens that a building committee will consult with some house carpenter nearest at hand, and then sit down and sketch an original plan of a school-house, without any previous experience, and without the slightest idea that there is any great liability to mistake.

In a matter of such importance as the construction of school-houses, it was thought proper to aim at the highest degree of



perfection. Notwithstanding Mr. Leach had a practical knowledge of the subject, and was familiar with what had been published in relation to it, he was instructed to make a personal examination of all the best houses of recent construction, in the State, and to confer with the teachers employed in them, in respect to any inconveniences in the arrangements which might appear upon trial. It was found that no building had been erected in which some defect had not been subsequently discovered. Plans were taken by him, the improvements and defects of each particularly noticed, and the suggestions of experienced teachers and committees examined and weighed, with a view to making every new building that should be erected an improvement upon all that preceded it. The result has justified our highest expectations. It being generally made known to school committees, that the course here described had been pursued, applications were made from nearly all the towns which contemplated erecting new school-houses, for such plans and suggestions as the Agent might be able to give. The consequence is, that most of the school-houses built after such consultation, unite a greater number of substantial conveniences with economy, than are to be found in any of those previously erected. To facilitate this work for time to come, the Plans that have been thus prepared will be appended to this Report.

Of the innumerable defects observed in the examination of a large number of school-houses within the limits of the State, some, which have been specified by Mr. Leach, in his Report to the Secretary, will be inserted in this place. The statement here submitted will be found to embrace what was enjoined by the last Legislature, in the Resolve, approved March 24, 1853, which is as follows:—

*Resolved*, That it shall be the duty of the Secretary of the Board of Education to instruct one or both of the Agents of that Board, when visiting the schools throughout the Commonwealth, during the year, to make particular examination of the school-houses in the several towns, with regard to ventilation, and to communicate to the Board, in his next Annual Report, the result of their inquiries, with such information concerning the defects to be remedied, the expense of any alterations required, and the provision that should be made for ventilation in new school-

houses to be hereafter erected, as he may be able to collect, in order that the same may be laid before the Legislature at its next annual session.

"Since the commencement of my agency," says Mr. Leach, "I have examined more than one thousand school-houses, and have noticed the following defects in their location and construction. I have found very many school-houses situated in the highways, but a few feet from the travelled road, and without any yard for the scholars to play in. Some I have found in wet and marshy places, which were often surrounded by standing water. Some were quite near ponds or streams, which was the cause of very great annoyance, both in summer and winter. Some were near stores and public places of resort, which were frequently visited during the intermission. Some were near workshops, or manufactories, or railroads, or depots, exposing the children to interruption and accidents. Some were on eminences, surrounded by dangerous declivities. Not one in fifty have I found with suitable back-yards, well fenced, and with decent water-closets. But very few have two entrances, one for each sex. In consequence of this arrangement, teachers are compelled to sacrifice thirty minutes each day, one twelfth of the whole school time, or commit the gross impropriety of sending out boys and girls into the same yard at the same time. Very few houses are constructed with any regard to external beauty or internal convenience. Many are quite too small, not affording, in some instances, more than forty or fifty cubic feet to each pupil, instead of one hundred and fifty, which is regarded as the minimum. Very many are not more than eight feet in height, instead of eleven or twelve feet. A very common and serious defect is the want of good black-boards, placed at the proper height. In very many cases instead of a black-board in the rear of the teacher's desk, there is a window to admit light directly in the face of the pupils. In many houses of recent construction, there are no black-boards except in the rear of the pupils, so that they were obliged to stand or sit on the tops of the desk to witness any illustration from the teacher. Where such arrangements existed, I found that but very little use was made of the black-board by the teacher. Very many schools I have found badly lighted, some admitting too much light, and others too little,

and quite often the light was admitted directly in the faces of the pupils. In consequence of too little light, the pupils become short-sighted, and contract a stooping posture by bringing the head near the book. The cases are quite numerous where pupils have become short-sighted and round-shouldered, by being compelled to study in an improper posture. By an excess of light, the sight of pupils has been very much impaired, and, in some cases, entirely lost.

“In a large majority of cases, the stairs leading to the upper rooms have been badly constructed, endangering the lives and limbs of pupils. Very many cases of serious injury I have found, which have resulted from this cause. But very few houses, are furnished with large closets, or book-cases, to preserve maps, globes, and books of reference. But few are provided with a well, pump, and sink, a very necessary appendage to every good school. In but very few instances have there been any attempts to beautify the grounds by setting out trees, shrubbery, &c. Globes, clocks, thermometers, mats and scrapers, have not been introduced extensively into the country schools. In school districts in the country, when the pupils live some distance from the school, there is seldom any provision for the pupils who wish to stop at noon, or who come in the morning before the time of commencing the school. Many houses have been built, and some recently, with large rooms, containing from one hundred to two hundred pupils each. I have made it a particular point of inquiry to ascertain the advantages and disadvantages of large rooms, as compared with small ones. I have consulted more than one hundred experienced teachers on this subject, and have found but four or five who do not much prefer small rooms to large ones.\*

“By your particular direction, I have given considerable atten-

\* The following letter from a gentleman whose opinion is of special value on such a question, throws further light upon the subject here alluded to by Mr. Leach :—

CHARLESTOWN, Sept. 24, 1853.

Rev. Dr. SEARS —

*Dear Sir :* — The following is written in cheerful compliance with your request.

Since the alterations recently made in the Harvard School-house, converting the whole area of each floor, from a large assembly-room and two recitation-rooms, into four rooms of nearly equal size, we have had an opportunity to test its advantages by the reassembling of our schools.

This building is intended for two distinct grammar schools, each comprising two hun-

tion to the subject of ventilation. In all my examination, I have found but few houses well ventilated. In a large majority of cases, there are no means of ventilating but by opening the windows and doors. And where attempts have been made it has been but imperfectly accomplished. The ventilating tubes have almost invariably been too small. As the result of my investigations, I would make the following suggestions. To ventilate a room properly, containing fifty persons, the ventilating tube should not be less than fifteen square inches inside. The tube should be made of very thin boards, well seasoned, with a smooth inside surface, and it should be perfectly tight. It should be wholly within the room, and opposite to the register or stove. There should be an opening at the top and bottom. The ventilating tubes should be connected in the attic, and conducted

dred boys and girls, in charge of a master and three female assistants, making, in the whole, eight teachers and four hundred pupils.

The members of a school are arranged in four divisions, of two classes each, giving a division to each teacher.

Formerly, all the pupils of one school were seated in the large room; all the exercises of the first and second divisions were conducted by the master and one assistant, in this room, while a class, with its teacher, from each of the two lower divisions, retired into a recitation-room, leaving two classes in the large room for study.

The advantages and disadvantages of this plan, will appear, in contrast with the new arrangement.

The partitions which separate the four division rooms, are so constructed as to open all into one, by shoving up the panel slides. The height of our ceiling is fourteen feet. The partitions have a fixed base of thirty inches from the floor, and the height above, ( $11\frac{1}{2}$  feet,) is divided, allowing about five and a half feet for the slide. The slides are in sections of five or six feet, prepared on both sides for blackboards, and balanced with weights.

The operation of this arrangement may be understood by the details of a half day session. On opening school, the slides are all up, and the partition doors open; the scholars pass from the entrance doors directly to their seats. When the school-hour has arrived, the entrance doors are closed, each teacher takes note of the absentees in his or her division, and, immediately after, the devotional exercises are conducted by the master, in the sight and hearing of the whole school. If nothing more of a general nature is required at this time, at a given signal, monitors shut down the slides and close the doors, and each division is at once in its own separate apartment, under its own teacher. Thus matters go on till the time of recess, when some or all of the slides are raised. Recess being over, the slides are put down, each division pursuing its work till the close of school. If, at any time, the attention of the whole school is required to listen to remarks from the master, or a visitor, or for a general exercise, it can be had at a moment's warning.

By this plan, we save a large amount of time, heretofore lost, by the changing of classes to and from the recitation-rooms, the conducting of two recitations in the same room, at the same time, and the constant demands on the time of the master to check disorder in the lower classes.

Each assistant teacher is now responsible for the discipline, as well as the instruction of



through the roof, and furnished with a suitable cap. Another method, which is far preferable, is as follows:—The smoke pipes may be conducted into a cast iron pipe resting on soap stone in the attic floor, instead of a chimney built from the bottom of the cellar. This cast iron pipe may be surrounded by a brick chimney into which the ventilating tubes should lead. The space in the chimney should be equal to the spaces in the tubes, after making suitable allowance for the pipe, and the increase of friction. By this arrangement, the air in the tubes will be rarefied, and a rapid current of air will be produced. All attempts to ventilate rooms with tubes in the wall, or of less size than fourteen or fifteen square inches for fifty persons, have, so far as I have examined, failed. No artificial means will secure good ventilation when the temperature of the room and that of the outer air are nearly the same, without the application of heat.

her own division; and though the labor requisite to secure the former is much diminished, better means are afforded for proving the ability of an assistant to govern, as well as aptness to teach.

If matters chance to go wrong in one room, the whole school is not in danger by contagion.

The gain in time will be employed in various ways, by faithful teachers, for the good of those in their immediate charge; and the master is enabled, by an occasional exchange of exercises with his assistants, to watch the progress, and take part in the actual instruction of each of the classes below his own division.

While we thus secure all the advantages of the separate system, we retain all that was good in the former plan. The unity of the school is unimpaired; the children feel, as before, that they all go to the *same* school. They see and hear as much of each other as can reasonably be desired, to foster the social feeling, while the temptations to misuse their school-time, are very much lessened. They know, and are known by, the master of the school, as well as before, and with this important change—they know him more as a *friend*, and less as a *police officer*.

It has been urged in favor of the large room system, that the children of the lower classes learn a great deal by hearing and seeing what is done in the upper classes. If they thus give attention to what does not immediately concern them, it must be at the expense of their own peculiar duties, for when a child in school is not engaged in a recitation, it is presumed that he has a lesson to prepare.

It has been urged against the separate room system, that it tends to make each room a distinct school, because the children are so seldom convened in the assembly-room. We obviate the objection by our movable partitions.

It was feared, from the manner in which our partitions are constructed, that the exercises of one room would disturb those adjoining. Our experience, thus far, proves this fear groundless. Our teachers and pupils are delighted with the plan and its operation; and, I hesitate not to say, that were I about to erect a new school-house for a large school, I would adopt this plan in preference to any other.

With a hope that you will honor us with a personal inspection of our pet,

I remain,

Very truly your friend,

CORNELIUS S. CARTÉE.



to the air in the tubes. Unless the air is heated before being admitted into the room, it should be let in at the top, and not at the bottom, and always through a large number of small apertures. The quantity of pure air admitted must always be equal to that which is to be forced out.

“The expense of introducing a proper ventilating apparatus into houses already built in the country towns, will vary from twenty-five to a hundred dollars, according to the size and character of the house.”

It has been customary to insert abstracts from the reports of the school committees relating to the main topics discussed in the Secretary's Report. This is found impracticable the present year, inasmuch as the subject there discussed has chief reference to the proceedings of the Board of Education. The abstracts are therefore made to conform to the subject of the last year's Report; and, as there is no part of our school system in which the people are now more interested than in that which relates to school districts and district agents, such a deviation from our usual course will probably be no cause of regret. It may be added, in this connection, that the reports of the school committees of the several towns of the Commonwealth for the present year, clearly indicate progress. Were extracts to be made from them on the whole range of topics of which they treat, it would be apparent that the towns are becoming more systematic in the management of their schools, and that the committees, to whom the care of the schools is intrusted, generally give gratifying evidence that they appreciate the importance of the trust, and are ready, on their part, to favor every judicious measure for improving the means of education.

Dictionaries furnished to the Public Schools at the expense of the Commonwealth, during the year ending December 31, 1853, according to the Resolves of May 2, 1850:—Webster's, 14 copies; Worcester's, 0 copies; cost, \$56.

Whole number of copies furnished since the Resolves took effect:—Webster's Dictionary, 3,132; Worcester's Dictionary, 112; total expense to the Commonwealth to January 1, 1854, \$12,752.

*The following is a Summary of Statistics relating to the Public Schools of the Commonwealth for the past year.*

Number of towns in the Commonwealth, . . . . .	328
Number of towns that have made returns, . . . . .	324
Number of towns that made no returns, . . . . .	1
Three towns (Nahant, North Reading and Lakeville,) were incorporated at the last session of the Legislature, and are included in the towns of which they formed a part, . . . . .	3
Number of Public Schools in the State, . . . . .	4,113
Increase of Public Schools for the year, . . . . .	57
Number of persons in the State between five and fifteen years of age, . . . . .	204,705
Increase of persons between five and fifteen for the year, . . . . .	1,825
Number of scholars, of all ages, in all the Public Schools in summer, . . . . .	187,022
Increase for the year, of attendance in summer, . . . . .	1,270
Number of scholars of all ages, in all the Public Schools in winter, . . . . .	202,081
Increase, for the year, of attendance in winter, . . . . .	2,898
Average attendance in all the Public Schools in summer, . . . . .	140,482
Increase for the year, . . . . .	4,173
Average attendance in all the Public Schools in winter, . . . . .	155,716
Increase for the year, . . . . .	3,071
Ratio of the mean average attendance upon the Public Schools, to the whole number of children between five and fifteen, expressed in decimals, . . . . .	.72
Number of children under five, attending Public Schools, . . . . .	17,514
Decrease for the year, . . . . .	746
Number of persons over fifteen, attending Public Schools, . . . . .	22,362
Increase for the year, . . . . .	667
Number of teachers in summer,—males, 392; females, 4,125—total, . . . . .	4,517

Increase for the year—males, 23; females, 152—total,	175
Number of teachers in winter—males, 1,971; females, 2,713—total,	4,684
Decrease of male teachers in winter,	114
Increase of female teachers in winter,	230
Number of different persons employed as teachers in the Public Schools during the year—males, 2,068; females, 5,007—total,	7,075
Increase for the year,	69
Average length of Public Schools, seven months and fourteen days.	
Average wages of male teachers per month, including board,	\$37 00
Average wages of female teachers per month, including board,	15 41
Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel,	963,631 25
Increase for the year,	53,415 21
Amount of voluntary contributions of board, fuel and money, to maintain or prolong Public Schools,	39,273 64
Amount of money appropriated to schools, as income of local funds,	37,266 73
Amount received by the towns as their share of the income of the State School Fund,	44,067 11
Increase from last year,	2,508 89
Aggregate expended on Public Schools, for wages, fuel, and superintendence,	1,072,310 36
Amount raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen, per child,	4 76
The percentage of the valuation of 1850, appropriated for Public Schools, is	.001-63

The law requires each town to raise by tax, at least \$1.50 per child between five and fifteen, as a condition of receiving a share of the income of the State School Fund.

All the towns except one, whose schools are supported by the income of a local fund, have raised \$1.50 or more, for each child between five and fifteen.

Number of towns that have raised the sum of \$3 or more, per child between five and fifteen, . . .	209
Increase for the year, . . . . .	29
Number of High Schools supported as Public Schools by taxation, . . . . .	64
Average salary of High School teachers, . . .	\$868 00
Number of incorporated Academies returned, . .	64
Average number of scholars, . . . . .	4,062
Aggregate paid for tuition, . . . . .	\$74,283 86
Number of Private Schools, . . . . .	763
Estimated average attendance upon Private Schools, . . . . .	18,362
Estimated amount paid for tuition in Private Schools, . . . . .	\$219,036 78
Amount expended on Public and Private Schools and Academies, exclusive of the cost of repairing and erecting school edifices, . . . . .	1,387,559 37

The Summary here presented furnishes decisive evidence that important advances have been made in the schools of the Commonwealth during the past year. For further particulars I beg leave to refer to the Abstracts of the School Returns, which, in completeness and accuracy, will, it is believed, compare favorably with those of former years.

BARNAS SEARS,

*Secretary of the Board of Education.*

Boston, December 14, 1853.

---

SUPPLEMENT

TO THE

REPORT OF THE SECRETARY

OF THE

BOARD OF EDUCATION.

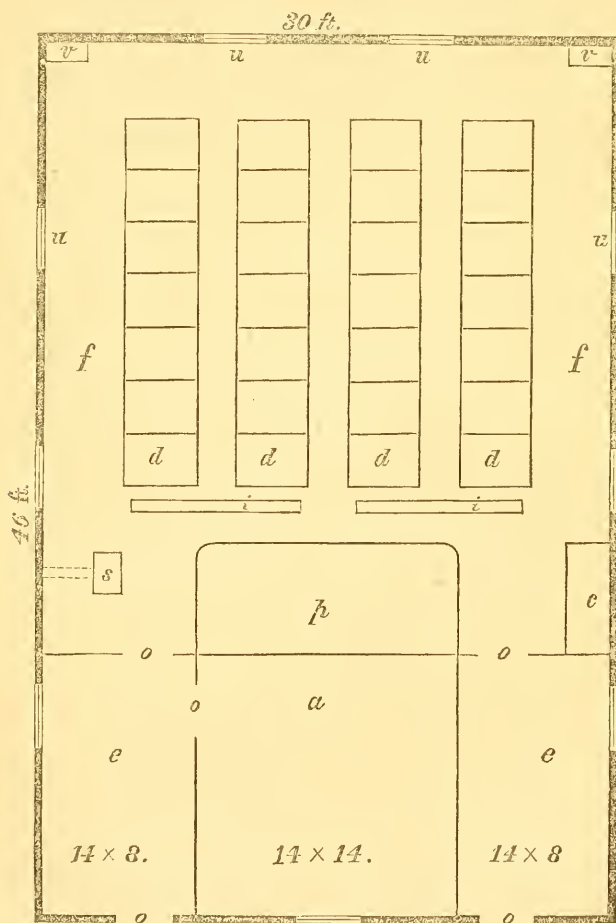
---



## PLANS FOR THE CONSTRUCTION AND ARRANGEMENT OF SCHOOL-HOUSES.

The Plans here submitted have been prepared with special reference to the wants of rural towns and of villages. The explanations accompanying them are necessarily brief, giving mere hints and suggestions. A full statement of all the reasons for these suggestions, would occupy much space.

## No. I.



## PLAN NUMBER ONE.

This plan represents the ground floor of a school-house one story high, 46 by 30 feet on the inside.

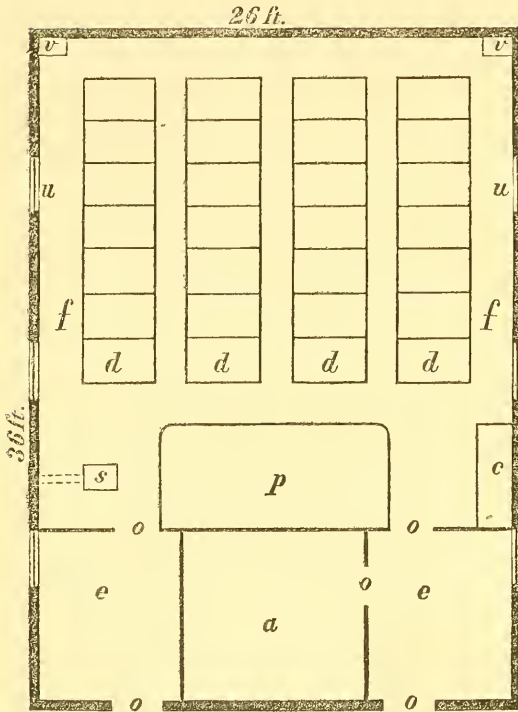
*e e*—Entries, one for each sex, 14 by 8 feet. *a*—Anteroom, 14 by 14 feet. This may be used as an assembly-room for the pupils before school and at noon, or for a recitation-room and library. Where it is practicable, there should be separate rooms for the pupils to assemble in. This can usually be provided in the basement at a small expense. *p*—Teacher's platform, 14 feet long and 6 feet wide, and 7 or 8 inches high. Behind the teacher's desk there should always be a blackboard the whole length of the platform, from 4 to 5 feet wide, the lower edge of which should be  $3\frac{1}{2}$  feet from the top of the platform. *f*—Aisles. The inner aisles should be from 16 to 18 inches wide. The outer aisles from 36 to 48 inches. *d d d d*—Seats for two pupils each. The desks should be from 40 to 48 inches long; and the desks and seats should be from 30 to 36 inches wide, and adapted, in height, to the age of the pupils. *c*—Closet for maps, books of reference, &c. *s*—Stove. The dotted lines an air-box, 10 inches square, to admit pure air. *v v*—Ventilating tubes, 12 by 10 inches each. They should be placed within the room, and made of thin boards, perfectly tight, and smooth on the inside. They should be united in the attic, and lead through the roof. On the top of which there should be a ventilating cap.

*i i*—Settees for recitations. *o o o o*—Doors. *u u u*—Windows.

Blackboards should be placed entirely around the room except in the narrow spaces between the windows. They should be from 4 to 5 feet wide for large scholars, and 3 or  $3\frac{1}{2}$  for small ones. The lower edge should be from  $2\frac{1}{2}$  to 3 feet from the floor. Every school-house designed for both sexes should have two entrances, one for each sex. There should also be two separate backyards, enclosed with a high tight fence. The entrance to the water-closets should be through the basement, or through doors on the outside which should be kept locked. This is a very important arrangement, and has too generally been overlooked. The best interest of a school cannot be secured without it. It is desirable that there should be a basement under every school-house. The bottom may be covered with a floor, with brick or with hydraulic cement. The basement should be divided into two parts, one for each sex. There should be a well in the centre, and a pump and sink in each part. A part of it can conveniently be used for storing fuel, &c. The best mode of heating a school-room is by coal or wood furnaces in the basement. When stoves are used, the pipe may be conducted through the floors, well protected by soap-stone, into a chimney in the attic. In this way valuable room may be saved, which would otherwise be occupied by the chimney. It is also desirable that the teacher's desk be placed at the end of the building at which the pupils enter. This is far more convenient for the teacher, and for those who visit the school.

Single desks are generally to be preferred to double ones. The whole expense for room and desks is about twenty per cent. more. When practicable, the house should be so placed that pupils as they sit, may face the north. In rooms to be used in summer as well as winter, it would be better that there should be no windows on the south. In all cases there should be outside or inside blinds. Outside blinds are to be preferred to keep a room cool. Inside blinds can be more easily managed to modify the light. The gable end should also be toward the south, since by this arrangement the roofs would be much less heated in summer. On the ceiling of every school-room the four points of the compass should be painted in distinct colors, with letters designating the several points.

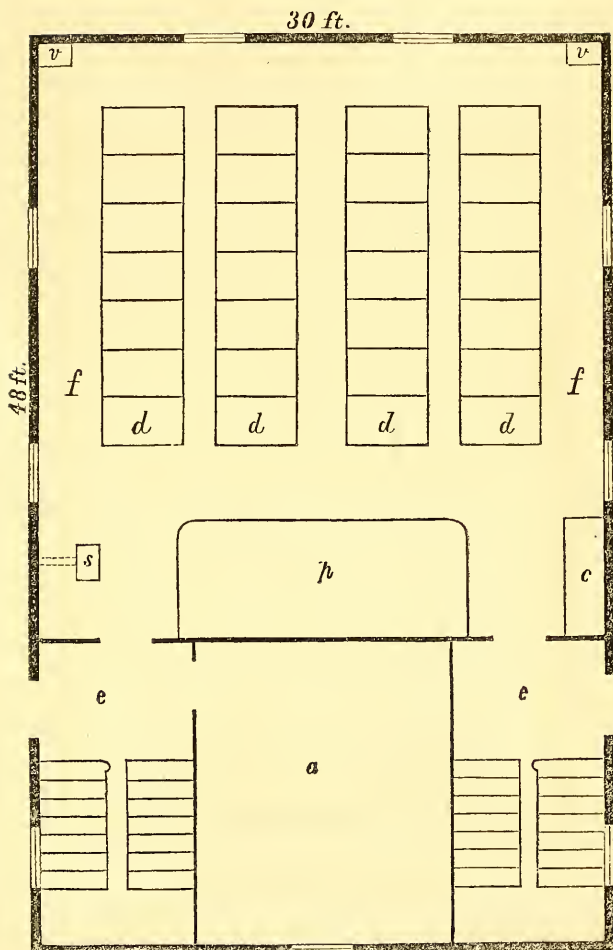
## No. II.



PLAN NUMBER TWO.

This plan is essentially the same as the preceding one, excepting in size. It is 36 by 26 feet inside. This can be adopted when it is desirable to sacrifice convenience for economy. It will be perceived that the outer aisles are much narrower than those in the Plan Number One. Wide aisles are much more convenient for scholars to stand in during recitations, and to work at the blackboard without being annoyed by others passing them. It is also important that the aisles be wide enough to accommodate settees on days of examination, &c.

## No. III.

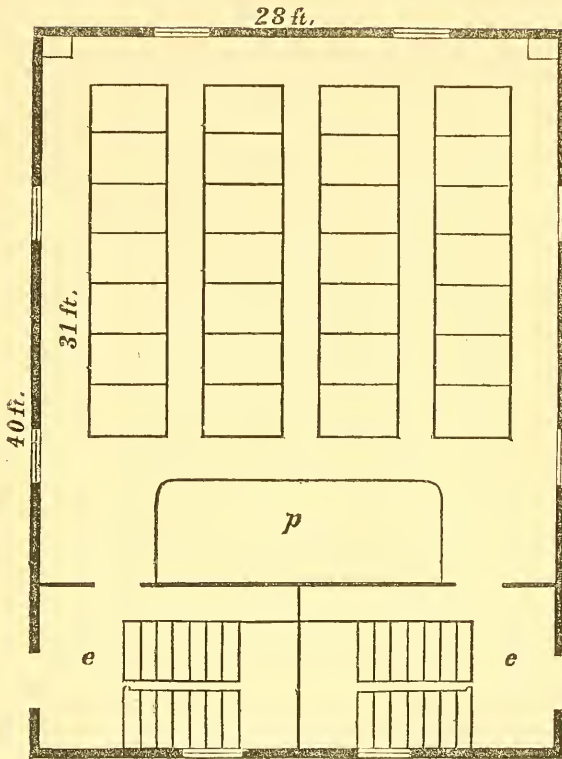


PLAN NUMBER THREE.

This represents the ground floor of a building two stories high. It is 48 by 30 feet inside. The description of Plan Number One will apply to this, with the exception of the entries.

*e e*—Entries, one for each sex, 16 by 8 feet. *a*—Anteroom. The one on the lower floor communicating with the boys' entry, the upper one communicating with the girls' entry. There never should be winding stairs in a school-house. They should be made as represented on the plan, or in some form with broad steps. The landing place should never be directly opposite the door. The rooms should be from 11 to 13 feet in height. In large schools the outside door should swing outward, to enable the pupils to rush out easily in case of an alarm.

## No. IV.

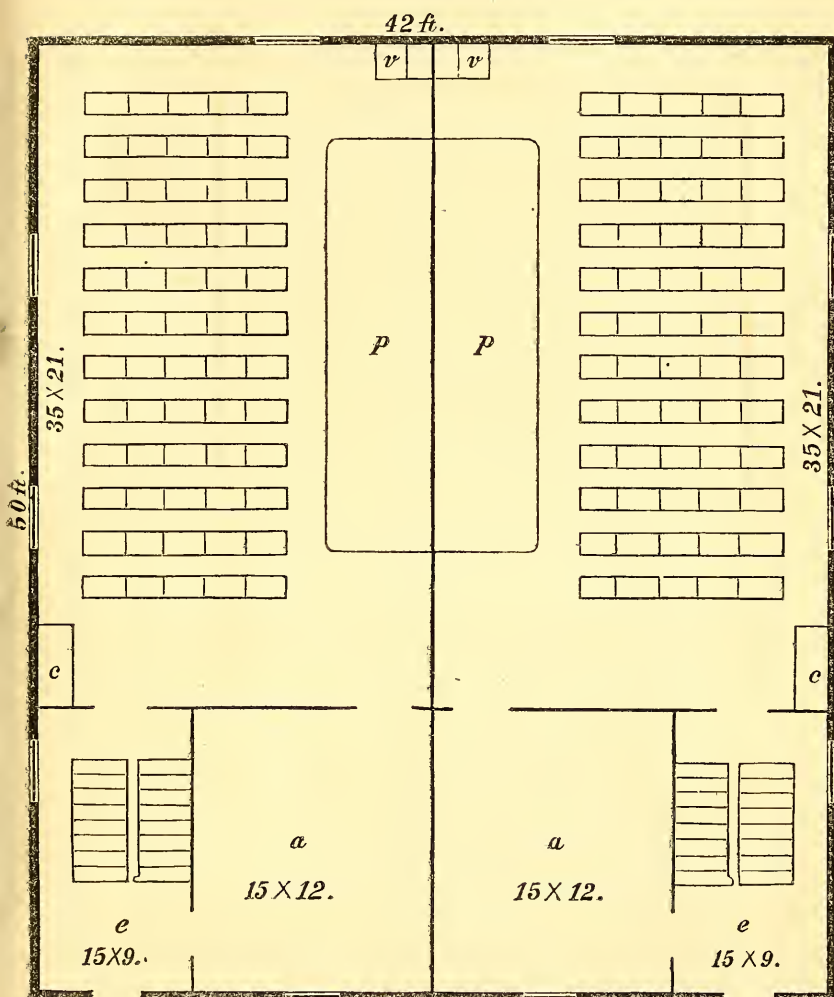


PLAN NUMBER FOUR.

This differs from Number Three, chiefly in its size. Its dimensions are 40 by 28 feet inside. It has no anteroom, and the entrances are on the sides. There should always be a basement under houses constructed after this plan. This should be divided into two rooms, which should be well finished, warmed, and lighted.



No. V.



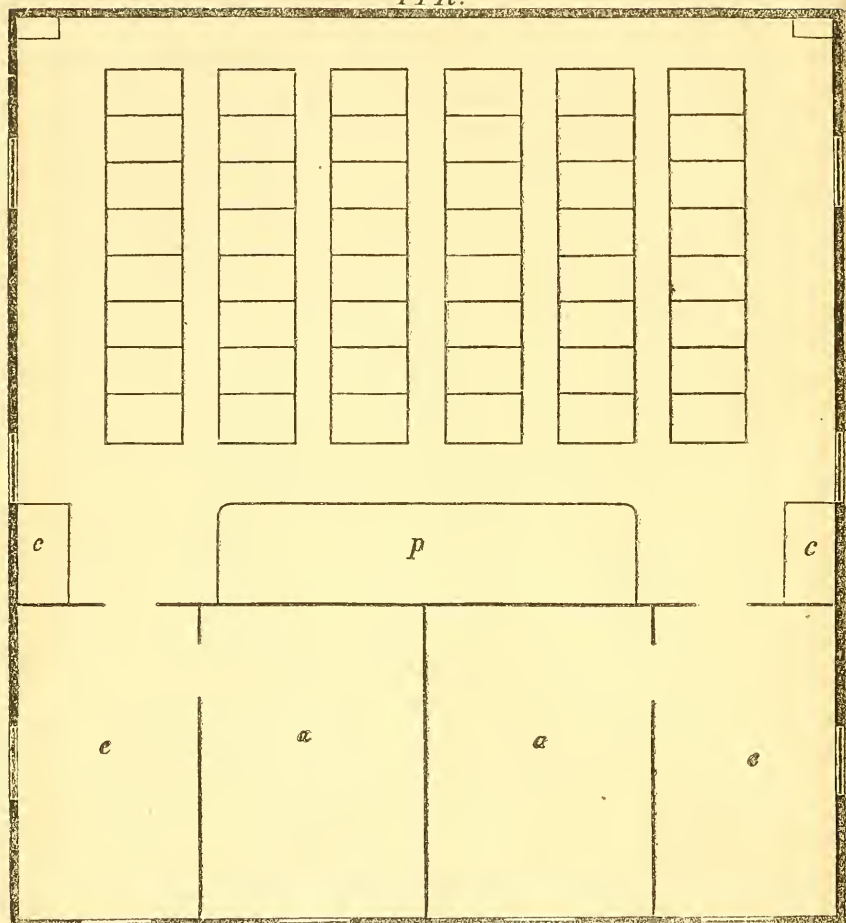
PLAN NUMBER FIVE.

This represents the lower room of a building two stories high. Its dimensions are 50 by 42 feet inside, and contains two rooms and two anterooms that may be used for recitations; and two entries, one for each sex. The doors are at the end, but when it is practicable it would be better to have them on the side.

*e e*—Entries, 15 by 9 feet each. *aa*—Anterooms, 15 by 12 each. *cc*—Closets for books and apparatus. The windows should be so placed as not to be directly opposite to the teacher. Neither pupils nor teachers should be compelled to face a strong light.

No. VI.

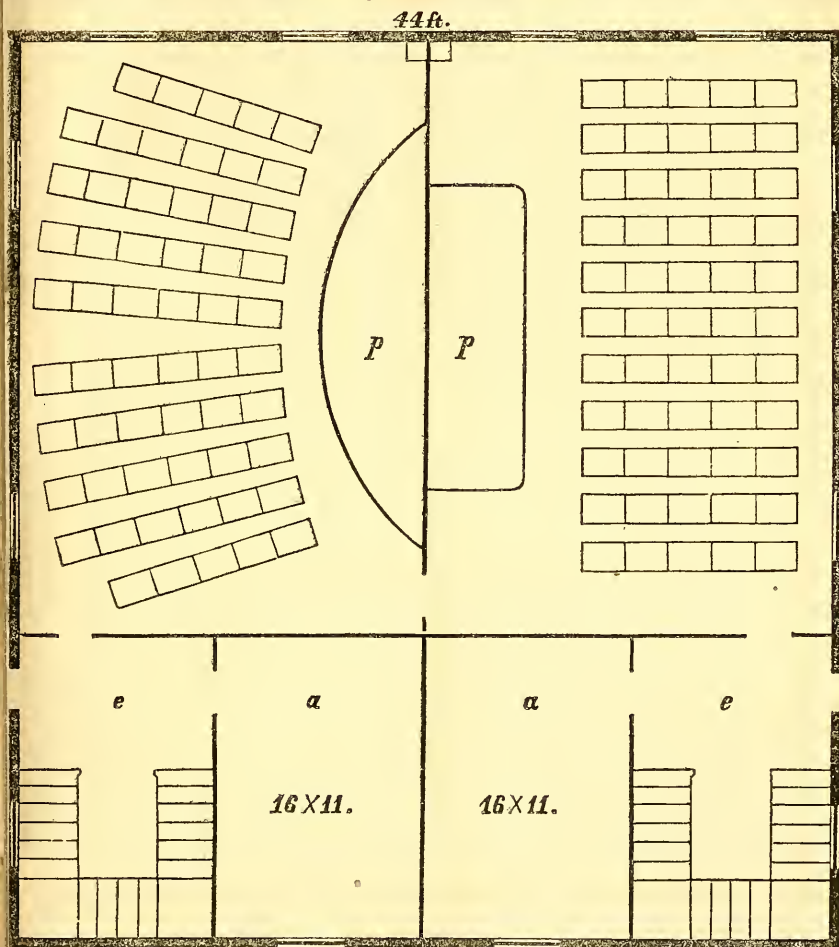
44 ft.



PLAN NUMBER SIX.

This is a plan of the upper room of a building, the lower floor of which has been described in Number Five. It contains one school-room, 44 by 31, two recitation-rooms, and two entries. The school-room will accommodate 96 pupils. The recitation-rooms can be used as an assembly-room by pupils, in the morning and at noon. There are many serious objections to large rooms, excepting for advanced pupils, who learn most of their lessons out of school. The testimony of nearly all experienced teachers is against large rooms for schools in which there are numerous classes.

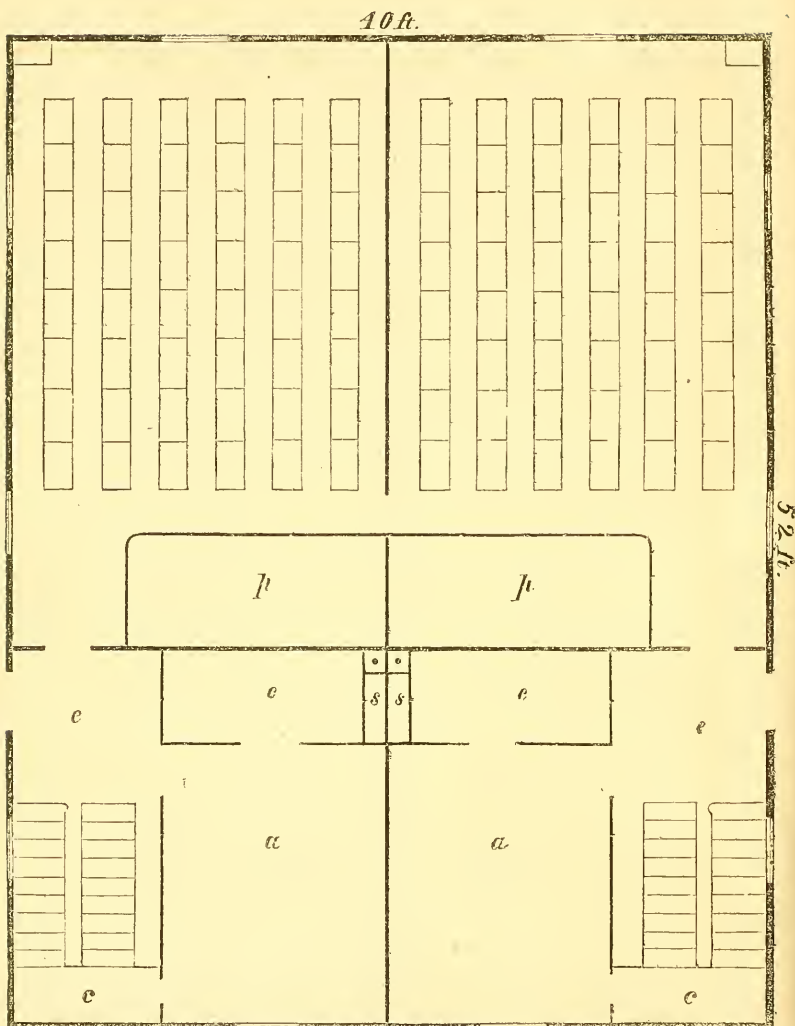
No. VII.



PLAN NUMBER SEVEN.

This is a plan of the lower floor of a building 48 by 44 feet. It contains two rooms for primary or intermediate scholars. Two modes of arranging the seats are presented, that either may be adopted. The entrances are on the sides. The form of the stairs differs from the preceding plans, and has some advantages. There are two anterooms, 16 by 11 feet each.

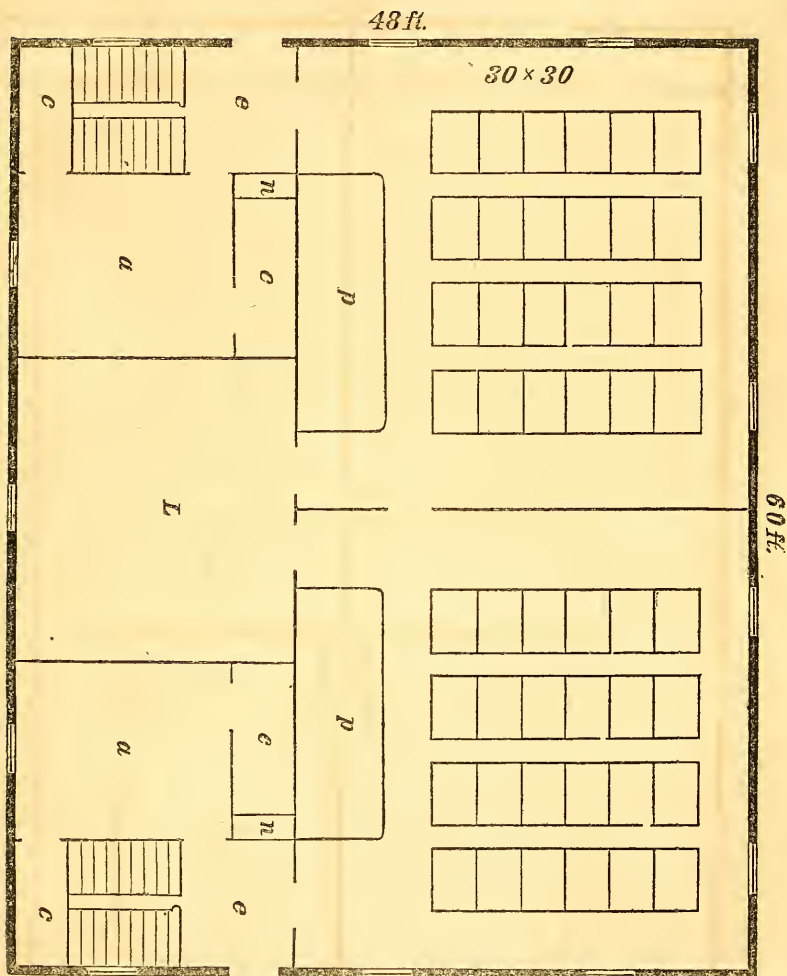
## No. VIII.



PLAN NUMBER EIGHT.

The dimensions of the building represented by this plan are 52 by 40 feet inside. There are two rooms on the lower floor, for small scholars. The entrances are on the sides. There are two anterooms, with closets, in which there is a sink and a pump, communicating with each. This and Number Nine are regarded as the best plans for houses two stories high, containing four rooms each. There are many advantages in having the stairs as represented on the plan, as they occupy less room, and there will be much less disturbance by pupils going up and down.

## No. IX.



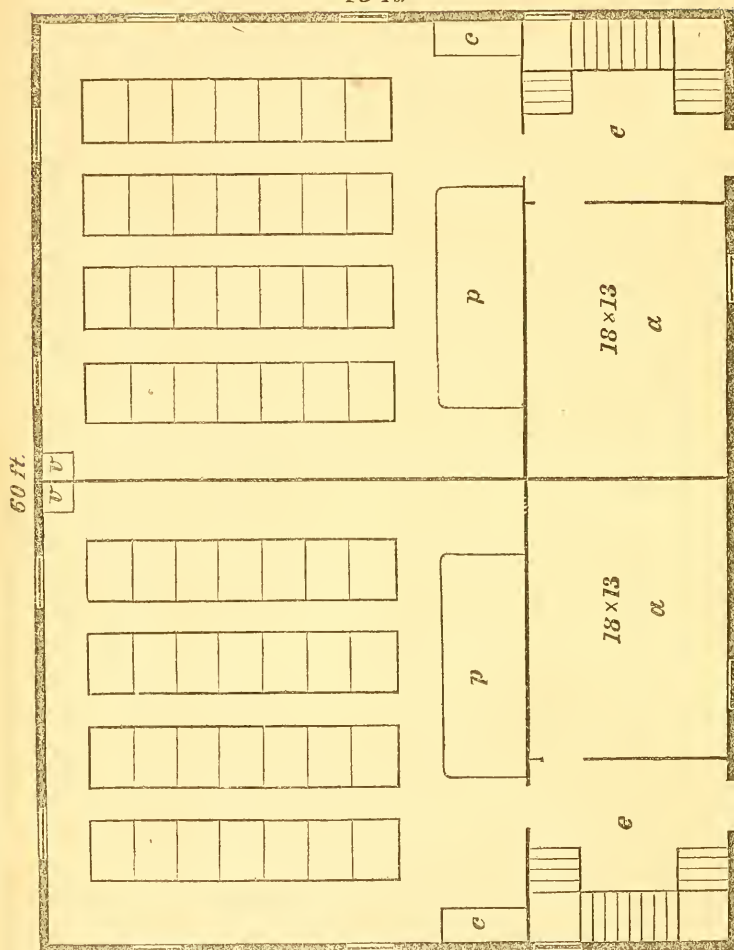
PLAN NUMBER NINE.

This is similar in its outline to Number Eight. Its dimensions are 60 by 48 feet inside. The entries, anterooms and closets are the same in form as Number Eight. It has also a large recitation-room or library, (marked *L*) communicating with both rooms. This combines more advantages, perhaps, than are to be found in any of the plans presented. If the building is built two stories and a half high, a large upper room might be finished for assembling the whole school at stated times, or one or both of the partitions might be made to slide up by weights.



No. X.

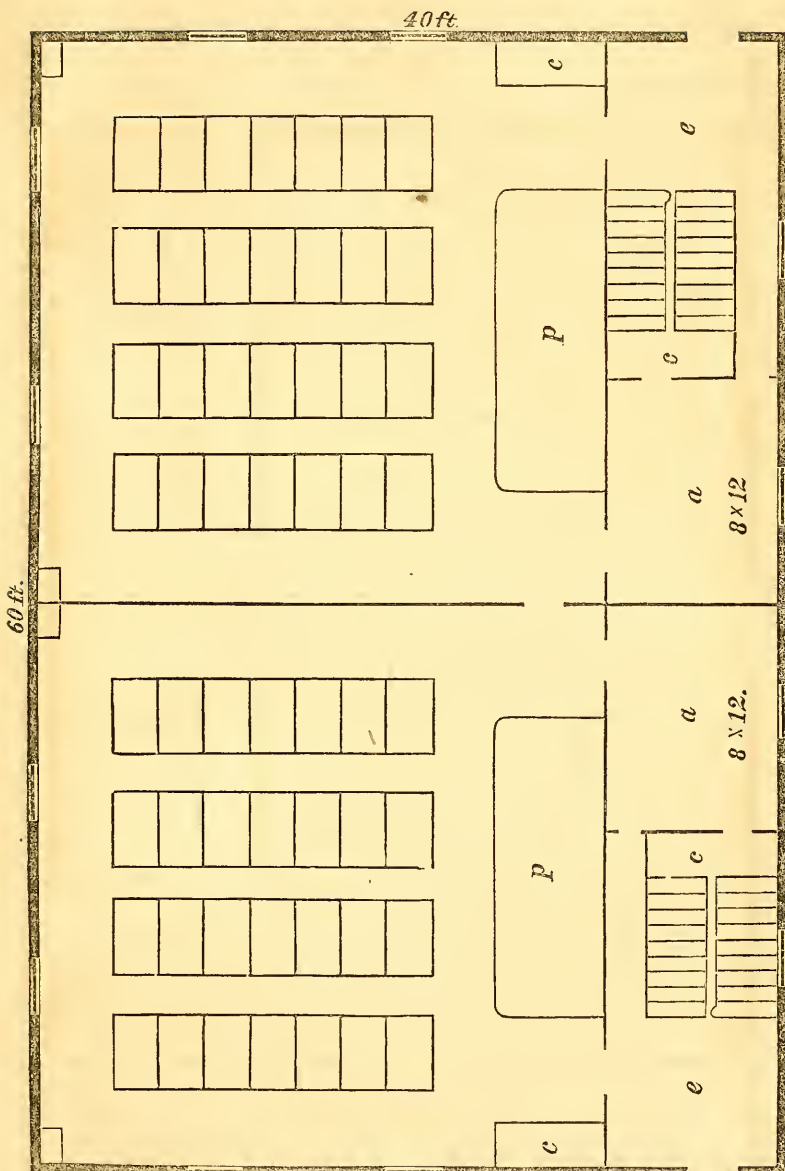
45 ft.



PLAN NUMBER TEN.

The dimensions of this building are 60 by 45 feet inside. The entrances are on the end. The form of the stairs is similar to Number Seven. In other respects it resembles plans already described.

## No. XI.

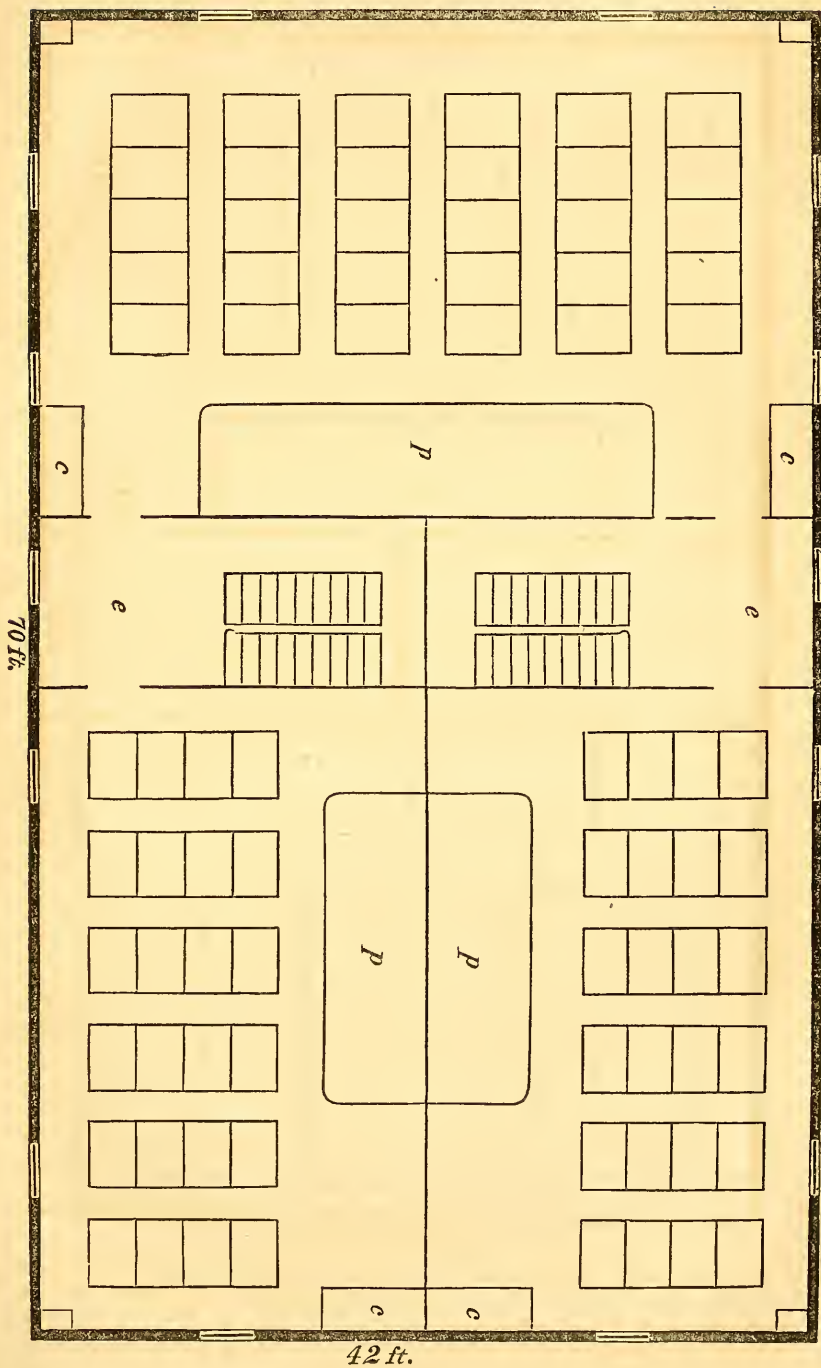


PLAN NUMBER ELEVEN.

The dimensions of this building are 60 by 40. It differs from the preceding chiefly in the size of the entries, and in the form of the stairs; also, in having much smaller anterooms. The entrances are also on the sides.



## No. XIII.

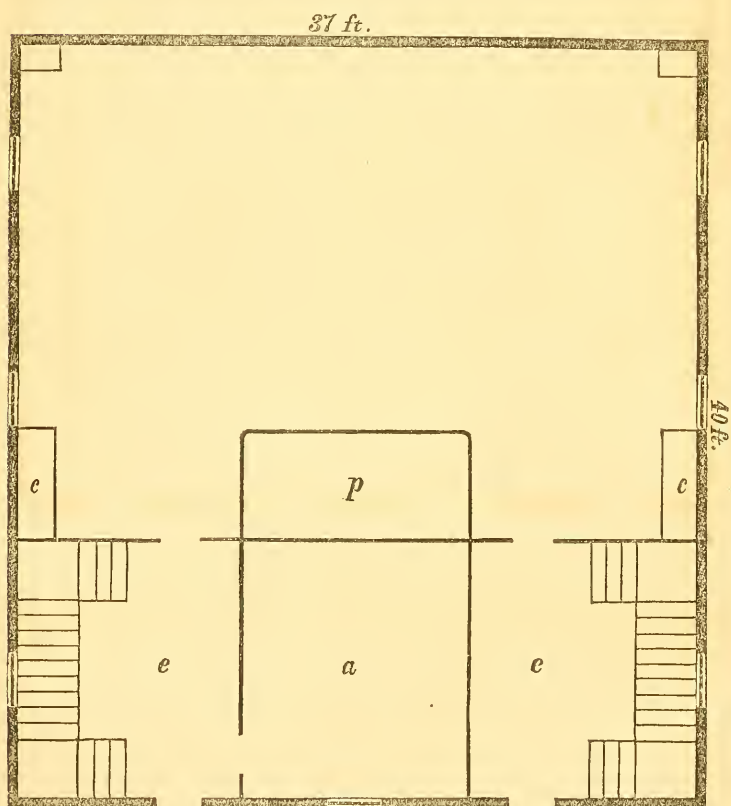


## PLAN NUMBER THIRTEEN.

This represents the lower floor of a building, with three rooms on the lower floor. The architectural proportions are not very good. It is designed to accommodate a school where six rooms are needed. The arrangements of the rooms are similar to others that have been described.

---

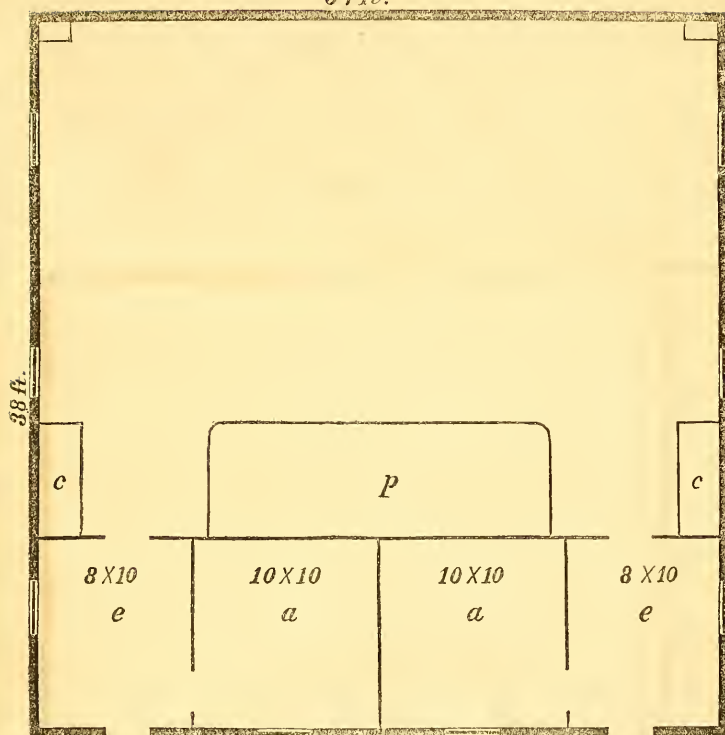
No. XIV.





## No. XV

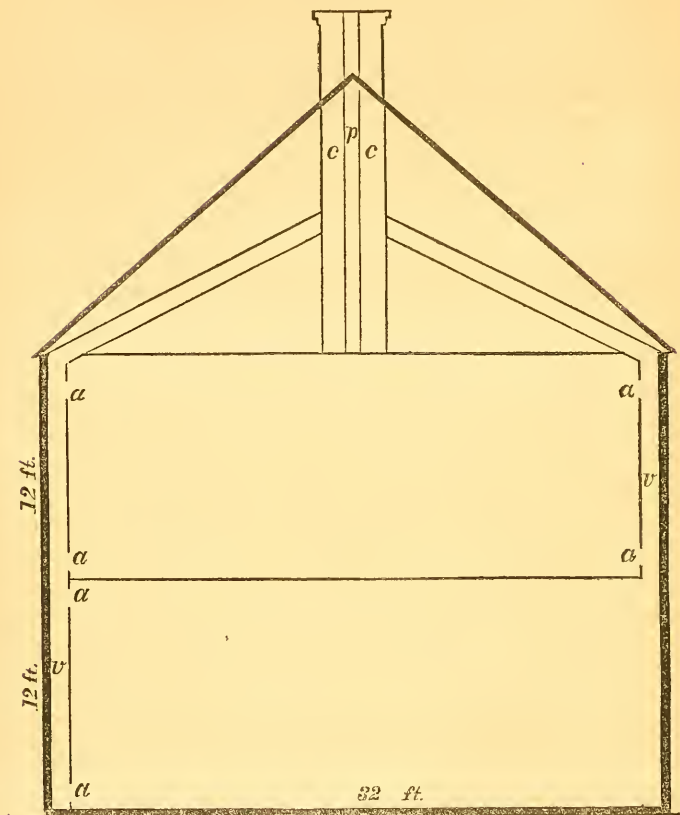
37 ft.



## PLANS NUMBER FOURTEEN AND FIFTEEN.

These plans represent buildings of a cheaper construction than any of the preceding, and may be adopted when it is desirable to regard economy rather than good architectural proportions.

## No. XVI.



PLAN NUMBER SIXTEEN.

This diagram represents a mode of ventilating one or more rooms by connecting the ventiducts with a chimney which surrounds a cast iron smoke-flue. *vv*—Ventiducts or ventilating tubes. These should be at least 14 inches square for a room containing 50 scholars. *aa*—Apertures into the ventiduct. *p*—Cast iron smoke-flue, resting on soap stone in the attic floor. *cc*—Chimney surrounding the smoke-flue. This should contain as many square inches as the ventiducts leading into it, after deducting the space occupied by the flue. The inside of the chimney should be circular, and plastered perfectly smooth. This mode of ventilating is applicable to any method of heating, either by stoves or by furnaces. The heat of the smoke-flue will rarefy the air in the chimney, and produce a strong draught in the ventiducts. This is regarded as the most effective and

at the same time the most economical mode of ventilation. The lower aperture should always be kept open. The upper aperture should be closed, excepting near the close of the morning and afternoon session, when it should be opened. It has commonly been supposed that the impure air (carbonic gas) which is expelled from the lungs, descended to the floor. This has been shown by Professor Dalton and other eminent chemists, to be entirely erroneous. It has been ascertained by repeated experiments that carbonic gas diffuses itself rapidly into every part of the room. This being the case, the impure air must be drawn off from the upper stratum of the room, as well as from the lower. Some have supposed that an aperture half way between the upper and lower one, would draw off the impure air as it escapes from the lungs, and thus retard its diffusion. This, however, has not yet been established by satisfactory experiments. The deleterious effect of impure air is no longer questioned, and the necessity of some more thorough and effectual means of ventilation is urged by the most weighty considerations. In a room of 50 scholars, from 200 to 500 cubic feet of air are vitiated every minute, and unless some effectual means are devised for expelling the impure air, the most serious consequences must ensue.

The above hints and suggestions respecting the conveniences and inconveniences in the construction of school-houses, are the collected experience of a large number of teachers.

---

#### DIRECTIONS FOR MAKING BLACKBOARDS.

To 100 pounds of common mortar, add 25 pounds of calcined plaster; to this add twelve papers of the largest size of lampblack. This is to be put on as a skim coat, one-sixth of an inch thick to rough plastering, and should be made as smooth as possible by hard rubbing. It may also be put on to old plastering, after it has been thoroughly raked and prepared. This should be covered with a coat of paint, made in the following manner: To one quart of spirits, add one gill of boiled oil. To this add one of the largest papers of lampblack, after it has been thoroughly mixed with spirits. To this add one pound of the finest flour of emery. This paint may also be put on boards or canvas. This should be constantly stirred when used, to prevent the emery from settling. If too much oil, or if any varnish be used, the board will become more or less glazed and unfit for use. Some prefer to have the board behind the teacher green or bronze, which is more grateful to the eye. This can be done by using chrome green instead of lampblack. None but the very finest flour of emery should be used. Some prefer pulverized pumice-stone to emery.

NOTE.—All the Plans are drawn on a scale of ten feet to an inch, with the exception of Numbers Nine and Ten, which are drawn on a scale of twelve feet to an inch.



---

ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.

---





## THE DISTRICT SYSTEM OF SCHOOLS.

---

### SUFFOLK COUNTY.

---

#### CHELSEA.

Throughout the year past, the committee have endeavored faithfully to discharge their duties in visiting and examining schools, encouraging teachers and scholars, and in adopting such measures as seemed best calculated to promote the general efficiency of the educational system. And while thus employed, they have been led to reconsider the plan of our schools, the necessity of additional accommodations for children, the organization of the several grades of schools, and the courses of study pursued; and, generally, that entire system of agencies upon which depend the education of children, while under public instruction. To some of these points they respectfully solicit the attention of their fellow-citizens.

In a town like our own, recently settled, and with rapidly increasing and ever-changing population, it is hardly to be expected that a school system, perfect in its plan and complete in its instruments, should be organized in a day or a year. Some things would be found defective, because they were temporarily adopted to meet pressing emergencies; some things incomplete, since they are the subjects of growth and not of creation. Any plan, however wisely adopted at a particular time and under special exigencies, would be likely to require some change or modification to adapt it to later times and different circumstances. Sometimes the required change sweeps away an entire system. It was thus with the District Schools, which have entirely disappeared from the thickly populated portions of our town—not because the system had become an unfashionable garment, to be laid aside from mere caprice, but simply for the reason that we had outgrown it, and neither patching nor piecing would render it longer economical or serviceable.

The present plan of schools in Chelsea, as a system of instruction, seems to require no radical change for furnishing a good education. Some modification may render it more useful; and unquestionably, time, experience and attention, will make it more perfect and efficient.

#### NORTH CHELSEA.

As we have but one (the first) district left, and that nearly identical with the town, we recommend that it be made quite so, by abolishing the

District System. That this system has evils is satisfactorily shown by the late Report of the Secretary of the Board of Education, a large portion of which is directed against it. If we have escaped these evils hitherto, we may not in future. And, we believe that generally, a town is most efficiently served when the entire responsibility of the schools rests on a single committee.

---

## ESSEX COUNTY.

---

### ANDOVER.

Those who are the most thoroughly versed in matters of common schools, men who have given their ripest thoughts, and put forth their best and most successful efforts in the cause of common education, view the division of towns into school districts as a relic of olden times, well suited to other days and to other circumstances, but not adapted to the changes wrought out by the growth of society. It was the intention of your committee to have discussed this subject at length, in their present report, and to have brought it before the town for their deliberate and sober consideration. The present Secretary of the Board of Education,—Dr. Sears,—has spared them their labor.

### BRADFORD.

The tendency of this stinted application of money for schools at home, is to shut out many deserving youth of good natural talents, from the benefits of a good education, and confine the privilege to those who can seek it and pay for it abroad; a state of things which certainly ought not, to be. Under a proper system, and one which has been adopted in some towns, a town like this might, at a small expense to the tax-payers, have the means of educating all her sons, who should show themselves good scholars, and be disposed to pursue a course of study.

### GLOUCESTER.

The experience of another year has brought to the minds of the committee increased convictions of the wisdom of those measures by which the town assumed the management of their schools, and sought to impart to them greater efficiency and usefulness. In reviewing the circumstances connected with this important reformation, there is no more pleasing subject of contemplation than the unanimity of public sentiment which was alike its origin and encouragement, and the evidence of its necessity.

### MARBLEHEAD.

For the last two or three years, it has been a prominent object to secure the advantages of system in the arrangement of the schools and the classification of the scholars. The public schools are divided into three grades, Primary, Grammar, and High Schools, with one Intermediate between the Primary and Grammar. The scholars of the same stage of

advancement, are, by this method, brought together, and by an improved classification in each grade, every pupil receives a larger portion of the teacher's attention. This is an economy of money also, as well as of labor, for the less advanced, who can as well be instructed by a female, are not carried forward to the more expensive instruction of the master, till they are prepared to be correspondingly benefited by it. This principle of economic and efficient classification has been the basis of the committee's action in all their examinations for advanced standing. We believe it to be not only sound, but important to the success of our public school system.

#### ROCKPORT.

It is the opinion of your committee, that the time has fully come when the old District System should be given up, and our schools should be graded according to the attainments and real necessities of the scholars therein, as recommended by the Board of Education; and as many other towns have done with manifest and various advantages. They recommend, therefore, that action be taken on this subject, by the town, without further delay. At least they would hope that a candid, judicious committee may be appointed to take the whole subject into consideration, and report to an adjourned meeting.

#### WENHAM.

This district, with a judicious management of its funds, might have had two months more school than it did have.

This is one of the practical effects of having prudential committees do the business of engaging teachers. The money throughout the town will never be expended to the best advantage, until the superintending committee have the entire management of the schools.

#### WEST NEWBURY.

There is hardly a district which does not require some change in the school system to make it accomplish more for the good of the children. Your committee are of the opinion that more equal and higher advantages of education ought to be provided for our children, and may be, with very nearly the same annual expenditure as in past years. What the reform should be in detail, we may find no difficulty in suggesting so much as in rousing attention and securing an investigation on the part of the town into the whole practical working of our school system. Every one knows that there should be suitable school-houses, supplied with conveniences, furniture, apparatus, maps, &c. We can hardly be said to have these in at least half the districts—Nos. 1, 5 and 6. Now if those who superintend the schools had the power, the children would speedily see changes that would prevent them from being behind the age in the amount of their attainments.

The school committee do not feel responsible for the success of the teacher, because they have no choice in selecting him. It seems to your committee, that when so much money is expended, and so great moral and intellectual interests are involved, that the town *ought* to concentrate sufficient power in a board of their own election, who shall bear the responsibility of providing the best instructors, and of securing the best

schools within reasonable expenditures. But the idea of concentrating power, takes away the sovereignty of that little territory called a district, which the town have long allowed the liberty to rule their own school affairs. If "too many cooks spoil the broth," why should not too many sovereigns spoil the working of the Common School System? We have no other trust committed to representatives with such limited power. Indeed, there is not, there cannot be any ground for that illiberal jealousy which will elect men to office, and then deprive them of the power to execute its duties so as to gain the end desired.

---

## MIDDLESEX COUNTY.

---

### ASHBY.

There is an article in the warrant of the meeting of to-day, to see whether the town will abolish the District System. We would express no opinion ourselves in regard to the expediency of doing this, but we state some of the effects which would result from it, as there seems to be some misunderstanding in regard to it.

The abolition of the District System would not necessarily diminish the number of our school-houses, or remove them from their present places. It would place them under the control of the town, to be kept in repair and rebuilt when necessary, at the common expense. The teachers would be all employed by the general committee; scholars would not be limited to any particular lines, but might attend such schools as would be thought best, and could be changed from year to year as circumstances might require. The number of schools could be increased or diminished at different times, without the trouble of districting anew the whole town. The trouble, and oftentimes the legal difficulties in raising taxes in districts would be avoided, and especially the perplexity and cost of raising small sums for trifling repairs. The amount of money appropriated to each district might be easily changed, as different cases might require, so that equal school privileges should be bestowed upon all.

It is the opinion of the present and the former Secretary of the Board of Education, that the District System is a great obstacle in the way of improvement in our schools, and that school-houses, teachers, and scholars are all better where districts are abolished. Many towns have abolished the District System, and like the results so well that they would, on no account, return to it again.

Such are some of the results which it is supposed would come from the abolition of the District System. Whether it would be expedient for the town to adopt this course or not, there will be difference of opinion. It is worthy of candid and deliberate thought, and should not be hastily rejected or hastily adopted.

These several plans are suggested as subjects of reflection. We are not prepared to recommend the adoption of either of them, but submit them for such action as the wisdom of the town may dictate.



## ASHLAND.

It seems evident to your committee that the present method of taking the power of contracting with teachers from the school committee, to whom it legally and rightfully belongs, and conferring it upon those who have no particular interest in the matter, (except it be of a personal nature.) and who are not accountable to the *Town* for the manner in which they discharge their duty, has been, is now, and ever will be, pregnant with evil, and only evil. In confirmation of this, we would introduce to your notice a part of the Sixteenth Annual Report of the Secretary of the Board of Education.

The evils pointed out by the Hon. Secretary, growing out of this custom, are evident to your committee; some of which they have seen developed the present year in a manner not easily to be mistaken.

Another source of evil to our schools, is, the small number of scholars which constitute most of them. Many of the school-houses are so situated as to accommodate but few scholars, whilst only one district in town has more than can be conveniently accommodated. In view of this evil your committee would say, let there be all proper efforts made to unite the several districts in such a way as to reduce the number of schools, and make them more permanent and of greater length.

Your committee are unanimous in the opinion, that the system of graded schools is the only correct system, and should be adopted as far as possible by every town.

## BEDFORD.

This town, at present, is inferior to most of the neighboring towns, in regard to its means for early education. There is no town near that has not better school-houses; none scarcely where the schools have not been more improved than here.

We are beginning to experience the ill effects. Our houses stand empty; they find no purchasers. People leave us to go where they may enjoy greater advantages. Those who seek a place of residence find greater attractions elsewhere. The time has come when the excellence of the schools is one of the chief recommendations which a town can have in the minds of intelligent men. Shall we not seek to check these first appearances of decline among us? Let us make our schools what they should be, and we shall take the surest means to promote our outward prosperity, and the virtue, intelligence, and happiness of our children.

## CONCORD.

The centre schools are now thoroughly graded, which is now considered of prime importance, and which the Board of Education is endeavoring to bring about throughout the State. The Primary, the Intermediate, and High School, have each their separate province, which renders the classification very perfect. The outer schools include the Primary and Intermediate, and with the High School they enjoy nearly the same advantages.

## FRAMINGHAM.

Public attention should be directed to the radical errors of our system until they are corrected. Our schools are capable of indefinite improve-

ment. In comparison with past years they stand well, and furnish some indications of slow progress from year to year; but no such progress as is needed and demanded. In view of what they might become, and ought to be, our schools are in a miserable state. To say that they will compare favorably with the schools in this vicinity, is saying but very little, for the neighboring towns are laboring under the same difficulty, and until the radical defects of our system can be corrected, we see little prospect of our schools becoming efficient and improved as they ought to be. We are much gratified to find that some of these evils are likely to be soon removed, and we hope at the close of another year to report more manifest and general progress.

#### GROTON.

We regret to perceive among us a disposition still further to divide and increase the number of school districts. We have already quite a number, that comprise but very few scholars, and in most of them that number is not likely to be much increased. These schools must necessarily be short, notwithstanding they receive a much larger share of money in proportion to their numbers, than those districts which are more densely settled. If the present system of districting is to be maintained, (the utility of which is very doubtful,) it would be more desirable to lessen the number already created, than to increase it. We are strongly inclined to the belief, that it would greatly facilitate the cause of education, if all the towns in the State should speedily abolish the system of districting as now practised. The plan of a regular gradation of our schools could then be established, which would greatly add to their efficiency, while the amount of our expenditures would be considerably diminished. Moreover, the necessity of the appointment of prudential committees would cease, and the entire management of the schools would be, where it should be, in the hands of a committee chosen by the town.

#### HOLLISTON.

During the year which now closes, the schools, both Upper and Primary, of districts Nos. 8 and 10, have been very much too large, so as to render it impossible for teachers to give that attention to their pupils which would be desirable. For this reason, it is imperative upon the town to take such action as they shall decide best, to render justice to said districts. The Secretary of the Board of Education in this State, in his last Report, has taken and ably sustained the position, that it is expedient in the present state of affairs in our Commonwealth, to abolish entirely the District System, and place the schools immediately under the care of the town. There are many reasons why this would be advisable in Holliston. While it would injure no part of the town, it would greatly benefit its thickly settled portions. The different schools, which are now kept so near each other, could then be united, and graded after the manner more generally pursued by the larger towns, and thus, without increased expense, increased benefit would be derived. In the school, thus graded, one male teacher only need be employed, having charge of the whole, and attending to the recitations of the most advanced classes, while its several departments might be in the hands of female teachers. The teachers being employed by the year, would not be frequently changed, and thus one

fruitful source of disadvantage would be removed. According to this plan, the selection of teachers would be in the hands of the school committee. No teacher can now be employed unless he shall first be "approved" by said committee. Then ought they not to be the best judges whom to employ? Besides, the office of prudential committee is usually a rotating office, and its incumbent may, or may not, be qualified to select a teacher.

### LINCOLN.

The advantages of a system of graded schools have been recently very ably urged upon you by the Secretary of the Board of Education, and, as we believe them to be well understood, we forbear to enter into any lengthened discussion of them. Common sense would indeed seem to suggest, what experience abundantly proves, that the education, care, and discipline of children of tender years may be most safely intrusted to female teachers; while those of riper years and attainments, yield themselves more willingly and implicitly to the guidance of male teachers of ability and experience. Then you may have ever so many good school-houses, and good teachers, and unless you have a corresponding number of scholars, you cannot have good schools;—you cannot awaken and keep alive a thirst for knowledge, and a desire for improvement, half so easily or effectually, with a school of a dozen scholars, as in a school of four times that number; your committee believe that some scholars who have come here this winter, from the north district, and done themselves great credit, have made ten times the improvement they would otherwise have made, with a corresponding advantage to their manners and morals. We believe it is almost of as much consequence to consider who a child is to go to school *with*, as who he is to go *to*. It might also undoubtedly be demonstrated, that one-half the expense which is now annually paid for the education of a few favored children out of town, added to the usual appropriation for schools, would afford facilities for education for all the children in town, equal, if not superior, to those now enjoyed only by that favored few. And your committee believe that such facilities would at once be given, were it not for local feelings,—because every man cannot have the school at his own door. Now we believe that the advantages of having the school very near, are vastly overrated. In this connection, we cannot forbear quoting the testimony of one of our own citizens, who removed from the centre to the outskirts of the town, a few months ago, and whose principal objection to the place he bought was, that it was so far from school. "But," said he, "I find it makes but little difference; my children can walk well enough in good weather, and when it is not I might as well carry them as do nothing." It is earnestly to be hoped, that we shall take no backward steps,—that having happily overcome what has long been the obstacle to good schools here, viz.: a suitable place, we shall make such liberal provision for our schools as will afford all our children the means of obtaining a good education.

### LITTLETON.

Before closing our report, we will call the attention of the town to two or three important things.

First. Your committee are unanimously of the opinion, that the best

interests of the schools in this town, and of towns generally throughout the State, require that the power to select and hire teachers be left with the superintending committee, where the law has left it. That power is not a thing to be coveted ; but is a thing essential to the highest prosperity of your schools. Under the present arrangement it will frequently occur, that teachers capacitated to instruct and govern a school of forty scholars, employ their energies on twenty ; while those to whom twenty would furnish ample labor, are doomed to toil for forty. If the superintending committee hired all the teachers, this difficulty might be obviated. In addition to this, it is evident that the only safe and convenient mode of keeping incompetent teachers out of public schools, is to give them *no invitation*. If nominated by the prudential committee, they will either be elected, or an evil greater than their election will accrue.

Second. Your committee are also unanimously in favor of establishing a High School, for the following reasons :

1. By means of a well conducted High School, the same knowledge now acquired at academies abroad, could as well be acquired at home ; and Littleton, instead of being a preparatory department or primary school to Westford, Groton, and Mount Vernon, would become itself an object of attraction—a seat of science—the centre of an intellectual fragrance which now “wastes its sweetness on the desert air.”

2. By acquiring this knowledge in Littleton, the five hundred dollars annually expended by its citizens in other places, would be retained here, increasing the wealth, and facilitating the business transactions of the place.

3. While the cost of sustaining such a school would be only about one dollar upon each thousand dollars of taxable property in the town, the increase of value consequent upon its establishment, would be at least one dollar on every hundred. The increase of property would be ten times the expense. It would secure this increase of value by keeping those who have large families to educate, in the place, and inducing others to move in. Without some such school, no large family would wish to move in ; and some here will assuredly move out.

4. In such a school, owing to its classification, each scholar would, on an average, probably be in one-third of all the classes, and consequently receive direct instruction one-third of the time ; while in a district school, he would not be in more than a fifth of the classes, and ought not to be reciting more than a fifth of the time. The advantages in this respect are great. We may add to this, the enthusiasm and excitement of mingling with large classes whose studies are similar and congenial ;—also an escape from the wearisome repetitions of elementary studies, and the restlessness of children so small they cannot well be kept perfectly still. All these things tend to progress and improvement.

5. Those left in the schools, after a class from each had gone to the High School, would not only have more time and privileges than they now have, but feel that the school is for them ; and the assurance that they could enter the High School at a certain age or qualification, would be a constant motive to diligence in study—a motive to allure them upward and onward. And if some of the winter schools by this process become so small that female teachers only are needed, it would be no calamity, since female teachers for small scholars are in many respects desirable,



6. Your public schools do not furnish all the instruction the community requires. To complete this work some are sent abroad. But there are *others* who need education *as much* and to whom it would be *as useful*, who cannot go abroad to an academy. Their parents are not able to send them. They are entitled to your consideration, and the means of a good education should be placed within their reach.

7. High Schools are a part of our common school system, and in harmony with it. In this respect they differ from Academics. Academics belong to a few stockholders, High Schools to the town. If an Academy loses its vitality, a town has no remedy; but if a High School falters, it is the privilege of the town to give it direction, and supply it with energy. The intellectual fervor and enthusiasm in High Schools belong to the town—every tax-payer helps create them, and every scholar is benefited by them; but in Academics these things belong only to the *few*. Some Academics are controlled by denominations, and therefore cannot secure any thing like a general sympathy. Others are like those boroughs of England, which belong to a past age. As towns include *all the people*, and take *action every year*, we may expect them to live in the *present*, and for the good of all.

8. There is a demand for it. The Central School had forty-four scholars. If these had attended regularly, the variety in their studies and ages was so great, the labor required to teach the school would be sufficient for an ordinary district school of sixty-five, or a High School of eighty scholars. These remarks apply in part, if not wholly, to the old common school. The committee and parents see this, and know that in the confusion of studies, time and money are thrown away. They seek a remedy, and they are willing, in improving their own condition, to improve that of the whole town,—willing to let all share in the improvement. But if the other parts of the town should not concur in their efforts, they will seek, and ultimately obtain, a remedy that will benefit only themselves, and the opportunity of benefiting the other portions of the town will pass by. If the favorite theory of giving to all the schools an equal share of money, is to be continued and carried out, reason requires that the schools in some good degree be equalized—equalized as to scholars. It is not the territory, the land, that is to be educated, nor the tax-payers; but the scholars. The amount of property in a district has, and should have no effect upon the money to be expended there. The theory of our common school system is, that the State educates the people for its own benefit, and makes towns the agent of this education, and that the children of each town are to be, to a certain extent, educated by the property of each town—no matter who owns it. Though one man should own the property of a town, that property must still educate the children who live there. If, then, the object of the State is to educate children—not territory—to secure that object, schools should be made equal, as to the number of children they contain. To secure this equality, unless some of the school-houses that now exist, are shut up, two new school houses would be required in the vicinity of the central and the old common schools, and an additional appropriation of three hundred dollars. These two schools contained more scholars than any other four, and the average attendance was larger. But these divisions and the building of these houses can be obviated by having a school that will take all above a certain age in the whole town, and no great



change will after that probably be needed in your schools for a long period to come.

We submit these remarks to the consideration of the inhabitants of this town, and urge all to examine our schools and school system, so as to see what needs to be done.

#### NEWTON.

On account of the change in the school system, the duties of this board have been unusually responsible and laborious. The members have desired to meet the demands of every part of the town, and to furnish to every child within its limits the best possible facilities for the attainment of a good education. Twelve meetings of the board have been held during the year. And, such has been the amount of business, and the necessity of careful consultation, that, in some instances, their sessions have extended in duration to six hours and upwards. Twenty-five teachers and assistant teachers have been appointed, and thirty have been examined. Ten teachers, previously in the employ of the town, were confirmed in their schools without formal examination.

The District System having been abolished, the town was divided by the committee, at the commencement of the year, into six grammar school districts.

All the schools have come under the graded system, except the school at Oak Hill. On account of the distance at which some of the scholars in that region are situated from either of the grammar schools, this school is continued under the old method, having a male teacher in the winter, and a female in the summer. But this district, in common with every portion of the town, reaps benefit from the new system, inasmuch as all its scholars may enjoy the advantages of a High School education, whenever they are found competent to undertake it.

#### PEPPERELL.

The history of another year fully confirms the opinion before expressed, we believe, by other committees, that the interests of our schools call for a change in the *mode of selecting teachers*.

It is nearly the unanimous testimony of the superintending committees in the different towns throughout the State, that the power of selecting and examining (and approving or rejecting) teachers, ought to reside in the hands of the same committee; and that other things being equal, the general committee of the town are more likely to succeed in the use of this power, than the prudential committees of the several districts.

Your committee give in their united and earnest assent to this opinion.

Events have occurred in the town during the year past, which illustrate, to our view, the exceeding importance of making some *one* man, or some *one* committee *solely* responsible for the selection and the approval of those persons who are to teach in our schools.

#### READING.

No parish would settle a clergyman, merely because he had passed an examination before a council on theological points. The parish would be well aware that his success with them would depend upon his gift in imparting his knowledge to them, his ability as a preacher and pastor, and his special

aptitude to their peculiar wants. They, therefore, do not think of settling a clergyman till they have had him among them, and made the actual experiment. So, no one would be satisfied to intrust valuable concerns to a physician or attorney, unless, besides possessing an adequate knowledge of his profession, he had evinced a practical talent for usefully applying and using his knowledge. The same is true of a teacher. A committee can, by examination, discover something of his or her acquirements; but nothing short of actual experiment can determine the talent of such teacher to impart knowledge, and to conduct a school. To determine these points, the committee should inquire carefully into the antecedent experience of the proposed teacher, the education and circumstances of life in which the teacher has been placed; and much also must be judged from the bearing, demeanor, and apparent disposition of the proposed teacher. Now, all this the examining committee have no authority to do, when a teacher has already been selected and contracted with. They can only inquire as to attainments in learning, and whether the moral character is unimpeached. It may be added, too, that it is a very painful thing for a committee to reject a teacher who has been contracted with. That teacher is just coming into life, and such rejection might place a stigma upon a young character, or discourage young hopes and energies; and the committee will take the responsibility of rejecting only in a clear case of unfitness. From not selecting or not hiring a teacher in the first instance, no such consequences would follow. Hence, though the committee may say, in their consultations, "If it had been left to us, we would not have engaged this teacher," they may yet think it not a clear case for rejection. Now, if the superintending committee are, from their number and opportunities of information and judgment, or other causes, better qualified than the prudential committee, to say whether a teacher, who has been contracted with, is qualified in learning, it would seem to follow, from the considerations above stated, that the same committee is also better qualified to say, whether, in other respects besides mere book-learning, a person is qualified to teach. Again, each district has its peculiar characteristics, and so has each teacher. One teacher and one style of teaching may be suitable to one school, and not to another. The superintending committee may find that a teacher who is not succeeding to entire satisfaction in one district, would better suit some other district than the teacher provided for it; and by a mutual change, may see that both districts would be materially benefited. But if the teachers are contracted with by the prudential committee, the superintending committee have no authority to make such a substitution. Finally, where the teacher is contracted with by the prudential committee, such teacher is hired by the term; and cannot be removed sooner, by the prudential committee, in any event, nor by the superintending committee, unless a clear case of incompetency is made out. It may be that the school is poorly managed, and is deteriorating: that is not sufficient; there must be a plain case of incapacity, to authorize a removal. But if the teacher is contracted with by the superintending committee, they may contract to employ such teacher during their pleasure, and substitute another, without any flagrant case of incapacity being made out, whenever they think the wants of the school require it.

## SHERBORN.

With the selection of teachers we have had nothing to do. This has been the work of the prudential committee in the several districts. A very large number of the towns in the State have changed their plan of operations in this particular, now leaving the business of selecting, as well as examining the teachers, where the law primarily places it, in the hands of the superintending committee. While we would add nothing to the present responsibilities and trials of this committee, we would request the people of the town to make themselves acquainted with the changes in other places, and the reasons for these changes, and to consider whether it may not be well to try the experiment here. We think at least the town is prepared to take the ground that the teachers shall be procured by the superintending committee and the prudential committee acting conjointly.

## STONEHAM.

The old district and unequal system of our town has been wisely abolished, and given place to a new general system, less expensive in its administration, and more uniform in its operations. All the scholars now enjoy nearly the same advantages and receive nearly the same amount of schooling. In contemplation of a new system, the new houses were constructed to accommodate schools of different grades or orders of advancement. Under this arrangement our schools are now classified, and, as we believe, with the happiest results. Each school has fewer classes, and more time can be spent in each class. The mind of the teacher is less diverted, and less often called in rapid succession from one subject to another. Each scholar receives more of the teacher's time. The minds of the scholars are less confused, and there is sufficient time to investigate fully each principle as it may be taken up in course. It is thought that the beneficial effects of this arrangement have now been convincingly exhibited. The scholars have advanced more rapidly, and have made greater improvement under it, than under the former arrangement of mixed schools.

## SHIRLEY.

You are well aware that the election of teachers has always devolved upon another, and entirely distinct class of officers, called district or prudential committees, between whom and the "general" committee there has not always been that intercourse, understanding, and mutual coöperation that the interests of the schools have demanded; and for this very good reason,—prudential committees have always performed a gratuitous service, and have not, therefore, felt that they could afford the time, or subject themselves to the trouble of attending the meetings of the "general" committee for the examination of teachers, and for deliberating on the best measures for promoting the educational system in their midst. They have, in consequence, had little opportunity to act in unison. The prudential committee has felt that his duty has been completed after settling the pecuniary terms and engaging the teacher; often leaving it optional with the latter to suit his own convenience about meeting the other committee, to decide upon his qualifications as an instructor. Now it frequently happens, that those who apply for the office of teacher, think more of the compensation than the duty, and hence, defer their meeting

with the "general" committee, until the hour in which their term of service is to commence; and then come without the least special preparation, and are astonished that their word, as to their ability to perform a most responsible service, should be for a moment doubted. Now were they as anxious to secure a good to their pupils, as they are to secure a pecuniary reward to themselves, they would gladly prove their ability for their place, by responding to the earliest call of the "general" committee, irrespective of the inconvenience and expense of an extra journey. Those two great pleas for their short-comings would be heard no more. Let us look at the consequences of this loose course of action.

The "general" committee appoint a day for the examination of teachers, it may be some three weeks previous to the commencement of the term; and having as yet, no legitimate intercourse with the candidates, they can only acquaint them of the appointment through the prudential committee who has engaged them. They assemble at their assigned place, but rarely, *very* rarely, find all the teachers there. Sometimes one-fourth, sometimes one-half, and even more are frequently absent. We had appointments of this kind, and not a solitary individual has responded to our call. The most common excuse for this remissness, is a want of convenience! Another season is appointed with a similar result, perhaps! Finally, as we have said, on the morning on which the school is to commence, the candidate appears, when it may be impossible to summon a full board of the committee, and his examination, which should be protracted for several hours, is hurried into the brief space of one, and then, often with some misgivings, which a longer time might have reconciled—he is sent off to meet his assembled pupils. Here, you perceive, there are several meetings of the committee, to effect an object that could be far better effected by one interview.

But this is not the worst feature of the case. The candidate may be found not qualified for his proposed undertaking. He was recommended to the committee by some distant friend or relative, or he may be some travelling pedagogue, with his pocket filled with certificates—which almost any man can procure—some itinerant from a college, with testimonials from the whole faculty, in his hand, and feeling that he had the confidence of his employer;—the prudential committee feeling likewise a confidence in his ability to pass the ordeal of examination, he gives his forgotten studies no fresh review, and then wonders that his absolute neglect of duty cannot be a satisfactory excuse for all his literary waywardness and stumblings! He is rejected, and what follows? The school, already prepared for operation, must be suspended until another candidate can be found, which at this late season is no easy task. Whereas, could a day be appointed for the examination of all the teachers of a term, some two or three weeks previous to the commencement of the several schools, and the candidates for teaching make it a point to be present, this evil might be greatly mitigated, if not wholly remedied. To effect a reform in this, and a number of other defects, which the limits of this report will not allow us to specify, one of two changes seems absolutely demanded; either,

1st. That there be a more general understanding and coöperation between the two committees that have this matter in charge, each consulting the condition and wants of the other; or,



2d. That the duty of engaging the teachers be entirely left in the hands of the "general" committee, where the law now leaves it, until altered by a special vote of the town. By the adoption of either course, much time, labor, and perplexity might be spared to both parties.

#### WATERTOWN.

We would also advise the adoption of the *general system*, as it is called, and the appointment of a larger committee, who shall be intrusted with the care of the schools, according to the general plan contemplated by our laws, and recommended by our legislature. The Report of the Secretary of the Board of Education on this subject, will well repay a careful perusal.

#### WAYLAND.

The statute of 1838 leaves it optional with towns to instruct their prudential committees to select and contract for teachers, or to take no special action; in which case, the whole duty of selecting, examining, and employing them, is left with the school committee. For many years, this town has adopted the former mode. This, in the opinion of your committee, is not the better course to pursue.

---

### WORCESTER COUNTY.

---

#### ATHOL.

A deliberate survey of the comparative condition of the schools of this town, leads us to the following conclusions:—That, in some of them, rapid improvement in order, literary acquirements, and mental discipline, has been made within a few years past; that the efforts which have been made for the advancement of the cause of education by distinguished philanthropists, by teachers' institutes, and by the Board of Education, have been the means of accomplishing a vast amount of good,—in awakening in the public mind renewed interest, and in promoting the most advantageous modes of study and discipline; that the instruction in many schools has become more thorough, systematic, and correct; and that our teachers, generally, possess superior qualifications, and labor with greater success than formerly.

But while such results may be said to have taken place in a few of the best of our schools, and, to a great extent, in a majority, and perhaps all, it cannot be denied that in all, serious evils still exist; that many radical errors still retard the success of these efforts, and that several of our schools are not very far advanced from their condition on the day in which they were first established. It is a fact which ought to awaken our earnest solicitude, that, while the friends of education have redoubled their diligence,—while the Board of Education has rapidly extended its operations, and the appropriations of money for school purposes have been yearly enlarged, corresponding results in the elevation of the standard of education,



and the benefits conferred, have not always, to their fullest extent, been realized ; while, in numerous instances, the school remains unimproved.

The evils which have heretofore obstructed, and still continue to obstruct the progress of education, are the employment of inefficient and ever-changing teachers,—the want of a proper classification of scholars,—and the injudicious expenditure of money, in maintaining schools too large to be profitably instructed by one teacher, or when the number of pupils is no greater than one-third or one-fourth of that which might be instructed with equal benefit. These difficulties are incident to the present system of districting the towns ; and, though various efforts have at different times been made, they have been but partially successful. Under this system, whatever exertions or sacrifices we may make, we shall labor under disadvantages at every step.

The great question of the day, therefore, among the friends of education,—a question of vital importance to the further progress of the cause,—is the abolition of the District System of schools.

The last Report of the Secretary of the Board of Education portrays most clearly the principal objectionable features of this system. To that Report the committee would earnestly solicit the attention of the citizens of the several districts.

#### BARRE.

In closing this report, we feel it our duty to renew the recommendation of past years, one which has the warm approval of the past and present Secretary of the Board of Education, and almost every, if not every, school committee in the State, viz. : that the District System be speedily abolished. Let the town assume the ownership and control of the school-houses in its corporate capacity, and place the selection and appointment of teachers in the hands of the school committee.

#### BOLTON.

What seems to be most of all needed now to make our schools as efficient as possible, all they should become, in order that every young person growing up among us may thoroughly receive the elements of a good English and practical, or of a somewhat higher and more liberal education, (as under existing circumstances we are authorized in expecting,)—what is needed, that our schools may be what they ought to be, seminaries not only of vigorous intellectual development, but of healthful influences in manners and morals, is, first, a higher standard of public expectation ; and, second, more concert of action, more intercommunication and exchange of ideas, between the superintending and prudential committees.

These topics are not presented now, as you may be aware, for the first time, either here in the reports of your town committees, or in the more general ones of the Secretaries of the Board of Education ; but their importance must be our apology, if any be needed, for introducing them again, more particularly the latter. The difficulties growing out of the state of things to which these topics relate are ever recurring ; and we feel confident in the assertion, that you never have a committee whose action is not more or less hampered by those difficulties. Let us, in a somewhat extended statement,—the materials for which are not drawn from the ex-

perience of any one year, but of several,—endeavor to see how the case stands.

Whatever may be their action in other cases, in the selection and election of other officers, in the choice of a superintending school committee, it is to be hoped, most towns throw away every other consideration, whether of a political or sectarian nature, but the presumed fitness of the candidates for the place; and appoint, to discharge the functions of that board, men deemed of competent learning and of good character, who are supposed to have a feeling of interest in the general progress of society, and of the educational movement more especially. The committee thus appointed, it may again be hoped, are informed, with some degree of accuracy, of the general condition of things in regard to education throughout the Commonwealth. From personal observation, from the reports of other committees, from papers issuing from the Board of Education, from other documents which have been sent, they know what is the position of schools in other towns, what is demanded of teachers, what improvements have been made in text-books, and in the whole art of instruction and school-discipline, what standard of attainment is enforced among scholars of particular grades, and so on; and they feel a certainly not unworthy emulation to be up with the times, that the schools of their town shall not be in the rear of those of other towns, or of the general movement.

Meantime, the prudential committee, busy about his spring or fall work, with no especial interest in the subjects referred to above, with not much information concerning them, and with such casual opportunities as he may have, is looking up his teacher for the summer or the winter school. In the course of his somewhat vague seeking, the name of a young lady is mentioned to him, and he knows, or else hears, that she is amiable, kind-hearted, well-behaved, every way estimable; but he does not know, oftentimes,—for he has had, very probably, no opportunity to put her to any kind of test,—that, however worthy and excellent she may be, she is not in reality thoroughly trained and prepared for teaching school; that perhaps she is one (unfortunately the number of such is not so small as might be wished,) having but a dim and imperfect conception of the processes she will be obliged to explain to others; one who cannot stir a foot without the crutch of a text-book; one who has learnt mechanically, as a matter of memory, not of understanding; and who would be utterly baffled in the attempt to give an account of any faith that is in her, either in regard to language, geography, or numbers. But of this young lady,—in fact in this mental condition, though he does not know it,—he hears that she would like to teach the school in his district, and that the “material aid” would be of great service to her. To assist the natural inclination of our prudential committee-man to save farther trouble in the matter, (for this is work to which very likely he does not know how to set himself about,) other and noble motives come in—disposition to oblige, compassion towards the young lady; and so a conditional contract with her is made, that she shall have the school, provided the superintending committee give the requisite sanction. And here, for the present, we leave the parties, and suppose our committee-man once more engaged in looking up a teacher for the winter. A Mr. Anybody has applied to him. And who is Mr. Anybody? A very worthy young man, certainly, (as perhaps all his papers and credentials show,) a good son, a good brother, a good

neighbor, a good workman, correct, temperate, exemplary in all respects, so far as known. But he is not so distinctively a teacher as many of our young men are, who, though not intending perhaps to pursue the vocation for life, yet very zealously and faithfully—by reading, conversation, visiting schools, and otherwise—endeavor to prepare themselves to follow it efficiently while they do. Though an excellent farmer or mechanic, working hard, and earning his wages, our friend has given no thought, and made no special preparation, to qualify himself for the work of giving instruction to others. None of his faculties look that way, none of his training looks that way. When he went to school, which was years ago, he was instructed by old-fashioned methods, and he knows of no others; of improvements which have since come into use, he is not informed; of many valuable treatises on teaching and management, he has not so much as heard; having but little occasion to use his mother-tongue, except for common purposes, he knows but little about it; his modes of expression are coarse, vulgar, and ungrammatical; and his example, if not his precepts, in these respects, must be hurtful. But, without doubt, he is a worthy, meritorious man; and on that ground, for there has been no opportunity for any other, (unless indeed, some motive of private friendship or regard may come in,) he is engaged for the winter school.

In due time, notice appears, that the superintending committee will meet at such a time and place to examine candidates for the summer or winter schools. The day must be one *near, very near indeed*, to the time for commencing the schools, or not a soul will give any heed to it. Sometimes not even then; for more than once we have known candidates to present themselves at nine o'clock on the very morning that their schools were to begin and then to manifest considerable resentment that they were not allowed to commence without going through the usual inspection. In this town, the examination is generally held on the afternoon of the Saturday before the Monday on which the schools are to begin. Some hour or more after the time appointed has arrived, committee and candidates are together, (save one or two absentees, who will come by and by, some other day, when it suits their own convenience,) and the process called examination begins. Our young lady, or our other candidate, Mr. Anybody, is present; and, as we would say in another kind of transaction, are "put through their paces." However it may be with the other candidates, whom, for our present purpose, we will regard as properly qualified. With our young lady or Mr. Anybody, (whichever it may happen to be,) the real condition of things soon begins to appear,—perhaps a hesitating and interrupted mode of reading, like that of a person who seldom reads at all, like that of a scholar in the second class; failures in the spelling and defining of words of not unfrequent occurrence: ideas not altogether clear on the first and simplest rules of arithmetic; notions of geography not much beyond mere map-knowledge,—hardly a glimpse at an enlarged and philosophic acquaintance with the subject;—but perhaps, notwithstanding all this, the power of going through a certain prescribed routine of question and answer, provided that routine be not much varied from. Finally, one of the committee,—his mind meanwhile like a paper image between two bodies, positively and negatively electrified, vibrating between the "ideal" and the "actual," between his conceptions of what a teacher *should be*, and his knowledge of what, alas! he *is*, in a "strait betwixt

two," between a wish to do his duty, and a genuine sympathy with the evident distress of the candidate ; feeling, in fact, like one who is obliged to put another to the torture when he would gladly do otherwise, wishing to bring himself to a decision some way,—finally one of the committee asks, "Have you read the 'School and the Schoolmaster'?" "No, sir, I never saw the book." "Palmer's Prize Essay?" "No, sir." "The past volumes of the Common School Journal?" "No, sir," "Have you ever attended a Normal School or Teachers' Institute?" "No, sir, I never had a chance. I have lived in —— and in ——, but never where I could go to a Teacher's Institute."

The examination is over. It has been, to the committee at least, like taking a sleigh-ride when the snow is half gone ; very little pleasant gliding over a smooth surface, much bare ground, much hard scraping, and excruciation of the nerves.

Our committee compare notes. The young lady, or Mr. Anybody, they agree, has got through after a sort,—in some respects has done pretty well ; at any rate, they have not quite failed. A benevolent member suggests, "He or she (whichever it was) evidently was very much embarrassed ;" another adds, "Perhaps our method of questioning was new ;" a third still feelingly remembers "the pains and penalties" of rejecting a candidate, having been through that mill more than once, and naturally has no very particular desire for a repetition of the process. "What shall we do then?" is the question. "Shall we give a certificate?" Let us see what will happen if our committee do not. The school, expected for long weeks, and all ready to begin on the following Monday, will have to be kept closed. Twenty, thirty, or forty scholars, as the case may be, will have to remain at home, to the great annoyance of their parents, a fortnight perhaps, or more ; nay, perhaps the whole summer or winter, if the committee are too exacting, and other candidates do not succeed better ; and that the chances at that eleventh hour are not favorable to much better success, the committee know full well.

Then the prudential committee, nonplussed, not knowing perhaps where to turn, will be put to great vexation and trouble to procure a new teacher ; most, if not all, of the good teachers, meanwhile, having been taken up by other districts or towns. Very likely, considerable additional expense must be incurred. Very likely, the feeling will be general throughout the district, that the committee are arbitrarily using their power ; and great irritation accordingly will be felt against them. Perhaps the friends of the rejected candidate, if they do not give the committee a regular caning, will give them what is expressively termed "a jawing," which is almost, if not quite, as bad (we do not speak without knowing). All these considerations, with others, present themselves. "After all, Miss —— or Mr. Anybody may keep a good school ; suppose we let them try." "It is not always those who pass the best examination who keep the best school ; nor the reverse." "The scholars in that school are not much advanced." These and other suggestions are presented ; and so our committee decide to "compromise," and to vote themselves, "constructively," satisfied, and give a certificate accordingly.

The school begins and continues, it may be, with some measure of success. Effort may not be wanting, though skill is. Not to enlarge on this subject, it makes out, we will say, to hold its own ; it works



through, and in due time ends ; and the district is perhaps a little better off than if the school had not kept at all.

\* It would be easy to give particularity to these remarks, and to say, Compare such a school and such a school, or a school under one administration with the same school under another administration. How different the whole air of things ; the scholars hardly seem like the same persons ; how different even the expression on their faces : how different one's own feelings on going in ! We are aware that other and different causes concur, sometimes, to make these changes ; but enough. Our object, in the picture we have attempted to draw, is to show the town, as we said at starting, the necessity there is for concert of action, exchange of ideas, comparison of views, between the superintending and prudential committees. In our opinion, such experiences as we have indicated above would be far less likely to occur, if the prudential and superintending committees conferred together on the wants of each particular school, on the qualities most needed by the master or mistress of that school, on what is demanded by the times, and other topics of a like nature ; and if, as the result of such conference, the prudential committee used his best endeavors, without regard to particular individual interests, to furnish the school in his district with a teacher such as its condition required. As it is now, what a school shall be during any particular season is very much more a matter of chance than it should be.

One season the school flourishes, another it drags ; at one time taught by a man completely furnished for his work, active-minded, thoroughly informed, with intelligence disciplined by study ; at another it is in the hands of a teacher tremblingly conscious of his deficiencies, and whose hopes of success must be based on some doctrine of chances known only to himself. It ought not so to be. This fluctuation in the condition of schools, if it *can* be avoided, *should* be avoided. But it cannot be avoided by the superintending committee, alone and unaided. It does not choose the teachers. It possesses only a *veto* power, always, and perhaps with good reason, whether in president or school committee, odious in its exercise ; and therefore never to be used but under the strongest as well as clearest sense of duty. Every prudential committee-man, surrounded by an atmosphere of public opinion, stimulating him to great exertions, feeling how much is at stake, should adopt every precaution to guard against a failure. Perhaps, after every precaution, failures would sometimes occur from causes that could not be foreseen. No superintending committee, we presume, even if a statute of the Commonwealth does give them that power, would desire to have the appointing of the teachers to the schools. It would add greatly to their responsibilities and cares ; but since, by usage in this town, they do not have it, we reiterate, there should be *some concert of action between them and those who do have it*. Our schools can never rise to a permanently higher position until there is such combined action.

The topic we have just presented we feel to be the most important one for the time being ; but we will not longer occupy your time with these general remarks, but present such other considerations as we may wish to bring before the town incidentally, as they may be suggested. It is well known, of course, to our citizens, that we have no proper districts, with well-defined boundaries, &c. ; but our school-houses are numbered, and by



common consent, certain families are supposed to belong to one district or another.

### BROOKFIELD.

The topic discussed in the last Annual Report of the Board of Education, namely, "the District System of Schools," is, in the view of the committee, of no ordinary importance, and is widely agitated throughout the Commonwealth. They commend it, therefore, to your earnest and candid attention. The plan proposed is to abolish the District System, and place all the schools under the immediate care of the town; or to do away with the district lines, and bring all the districts together into one; and place them under the care of the town's committee, so as to constitute one district, with many schools. The advantages of this arrangement are thought to be, first, better school-houses, as all parts of the town would be equally cared for; second, better teachers,—as the care of providing them would devolve upon the same, and a more competent agency; third, greatest equality of school advantages and an order of education required by the times; fourth, saving of expense by equalizing the better, the number of scholars in each school, and in some cases diminishing the number of schools; fifth, a greater equality in the distribution of the school money. It is hoped that ere long all the districts in town will be united in one, and placed on a common footing of equality of advantages.

### GRAFTON.

The committee would repeat their recommendation of last year, that the school district system in our town be abolished. We have not space, without swelling this report to an undue length, to adduce the reasons and arguments which favor such a measure. In our opinion they are abundant and satisfactory.

### HUBBARDSTON.

We wish to suggest, before we close this already lengthy report, the importance of some improvement in our present system of employing teachers. Under the present arrangement the responsibility is very easily thrown from superintending to prudential committees, and from prudential back to the superintending again; indeed, it rests nowhere, and none are made to feel it. When a failure occurs, the prudential agent finds it very easy to say, "The person that I employed was well recommended, as an energetic and very trusty person, and one that would be very likely to succeed well. The superintending committee approved my selection, by giving a certificate. Under such circumstances, I cannot be held responsible for the failure." This excuse appears very fair, before we hear that of the superintending committee, which may be as follows, and be truthful, too: "The teacher complained of, we knew was not fully qualified in every particular for the task of governing and instructing such a school. But, (he or she, as the case may be,) was brought before us on the morning of the day the school was to commence; the scholars were already assembling, we knew the members of the district were prejudiced in favor of the candidate, we were in doubt whether a better would be procured, if we rejected that one; or if a better one was secured, we feared the district would be disaffected because of the rejection of their favorite

candidate, and cast their influence against the incumbent, so as to embarrass, if not ruin the school. The case was not a very clear one. We feared. We had some doubts. We should not have contracted with such a person ourselves, but after the matter had gone thus far, we thought it best to approve; indeed, that appeared to us to be the course most likely to secure to the school a peaceful and prosperous future." None can deny that circumstances sometimes exist that will fully justify a superintending committee, in approving a candidate that falls a little below a just standard, and these circumstances be productive of a failure. We know of no way to escape a liability to these circumstances, and their consequent misfortunes, but to place the work of contracting with teachers, in the hands of the superintending committee.

### LANCASTER.

The mode at present adopted by the town, of empowering the prudential committees to select the teachers, is attended by the inevitable result, that in some of the districts individuals may be selected as prudential committees by rotation, or because no one else will take the burden, who are either incompetent to perform the duties of the office, or who have not an enlightened interest in the cause of education. A still more serious obstacle to the realization of any considerable advancement in the condition of the schools, is the want of the graded system among us.

### OXFORD.

Your committee believe that the change proposed in the report of last year, would greatly advance the interests of your schools, and their usefulness; and earnestly recommend that their successors be required, as they will be without a vote to the contrary, to employ all the teachers for your schools the year ensuing.

We would invite your attention next to the prevalent disposition to sustain small schools near by, in preference to larger ones at a little distance. The true policy is a middling-sized school well classified, where a teacher may awaken an ambition and interest among scholars.

To compare the advantages of large and classified, with small schools, we will select the two extremes:

District No. 7 has one hundred and sixty persons between five and fifteen. A scholar in this district may attend school eleven months, for less than three dollars.

District No. 8 has ten persons between five and fifteen. Their expense for teachers and wood has been eighty-two dollars and seventy-five cents, and had five and one-fourth months of school. Thus five and one-fourth months of school in this district costs for each scholar the enormous sum of eight dollars and twenty-two and one-half cents; while in the graded school it would cost less than one dollar and fifty cents.

### PHILLIPSTON.

Much is said at present about the evils of the district system.

Though from our scattered population, we cannot have graded schools, perhaps some temporary modification of our schools would be advisable.

No. 2 does not in our opinion receive one-fourth the benefit from their money that they might, if they would discontinue their school, and pay

their money into the adjoining districts, for the privilege of sending to their schools. They would thus increase the length of the other schools in the place, and enjoy long, good schools, instead of the short, lifeless ones to which they are now doomed.

#### SPENCER.

We will only add that the question, which is now attracting the largest share of attention from the friends of our common schools, relates to the expediency of abolishing our school districts. The opinion is fast gaining ground, that the interests of our schools would be advanced, were the districts abolished. Then the town would own all the school-houses, and the committee of the town would hire all the teachers, and have the whole superintendence of the schools. The committee would then engage no teacher, till they were satisfied that he was qualified to teach.

#### STERLING.

The great obstacle in our way, both as regards school-houses and the supply of teachers, is that which is commonly called the District System. Your committee are most fully persuaded that we must abolish that ingeniously bad system, before the schools can take the stand they ought. The whole charge of the schools should lie in the hands of the town, and town agents.

#### TEMPLETON.

There is now a set of persons every year introduced into the schools, and when there, constituting the lowest grade among the teachers, whom the school committee, if selecting for themselves, would never begin to negotiate with ; or at least, upon instituting an examination, the committee would decline making any contract with them.

The committee, acting for the whole town, would moreover be able to distribute the teachers with reference to the peculiar wants of particular districts.

It is considered a well fixed principle of our free institutions, that the same source from which public money comes, shall control its expenditure. In case of the schools, the money is raised by votes of the town, and is obtained by equal assessment on the property of the *whole town*, not by grants and taxation in the separate *districts*. And the method of selecting teachers by a committee of the town appears entirely proper and safe, when we consider that as the town annually provides what amount of money it pleases for the support of the schools, so it would from year to year appoint the committee to superintend its expenditures.

#### WARREN.

For the good of the town at large, for the equal distribution of school privileges, for opening a door to the poorest child in Warren, leading to the highest educational plain, abolish your districts altogether ; thus leaving your wisest and best men the freedom necessary to the accomplishment of the greatest good.

However desirable it may be, we do not expect you will be so well satisfied of the utility of the proposed change, as to bless yourselves with it this year. But we *do* earnestly hope that it will be seriously considered

by you, believing that it must ultimately commend itself to your minds, as the best step you can take towards the perfection of your school system.

#### WEBSTER.

The Secretary of the Board of Education has presented certain cogent and powerful reasons for abolishing the whole of the District System, as it now exists. We hope that every one will read the Report, and judge for himself. We would not that you should act hastily in the matter. A proper conservatism demands of you to weigh well the character and effect of any change which you may make in a system of such vital importance as that of our common schools. But if you shall be convinced, as we are, of the truthfulness of his views, and shall be convinced by the testimony of those who have tried the system, and have found that it worked well, then *act* in accordance with that conviction.

#### WINCHENDON.

The attention of the town has heretofore been called to the present awkward and absurd mode of procuring teachers; but they wish to keep it before the minds of the people, till it is fully understood and appreciated. To have one set of men to look up and engage teachers, and another to examine and approve of them, seems so singular, that one is tempted, at first thought, to think there must have been a powerful reason for the arrangement; yet we are unable to discern any satisfactory reason for it. By the present mode, the district agent is made careless as to whom he shall bring before the school committee for examination, while the hands of the latter are often tied by the preceding action of the former.

---

### HAMPSHIRE COUNTY.

---

#### HADLEY.

Most of the suggestions that occur to us, have been made in former years. One thing we feel inclined to repeat. The law contemplates the procuring of teachers by the town committee. But here it has never been done. No such desire has been expressed on the part of the town. The committee have not been covetous of the responsibility. They have felt a delicacy in recommending a change. They do not intend to do so now. They cannot, however, refrain from expressing the conviction, that the adoption of the change would be an advantage to the schools of the town. We have no fault to find with prudential committees. Our intercourse with them has been pleasant. But there is an evil inherent in the system. It has been called, with truth, "double-headed." There is not unity of action. Both committees are sometimes thrown into a very delicate and embarrassing situation, when the intentions on all sides are perfectly good. If the general committee make all contracts with teachers, they may rea-



sonably be expected to secure those as good as those obtained on the present plan, and they would feel far less delicacy in rejecting an unworthy candidate of their own engaging, than of another person's.

#### HAT FIELD.

In asking your attention to the condition of the schools during the past year, we would say, as most of the towns in the State have said emphatically, that by the present mode of employing teachers, the two committees are continually conflicting with each other. The town chooses a committee to superintend all their schools; each district chooses a prudential committee to take the charge of its own schools. The district agent presents a candidate for an examination, it may be on the morning the school is to commence. He may be a stranger to both committees; his answers to questions proposed may be prompt; but there are many things requisite to constitute a good teacher, which cannot be known by so brief an interview; and it may be, many circumstances would justify the committee in rejecting the candidate. But the school is to commence that morning; the scholars have collected; and besides, the agent cannot afford to look up another teacher, and then most of them are engaged at an earlier day.

We would respectfully suggest, that the duty of selecting teachers, which legally devolves upon the town committee, be left with them; not that we would increase their responsibilities, but for the good of the schools. The town committee are selected from, and by the whole town, and are a more "permanent body," and usually take more interest in the schools. Such a committee would retain a tried teacher in the same school for a succession of terms, and perhaps, years; thereby avoiding the serious evil of a frequent change of teachers.

In regard to grading the schools, it is hardly necessary to say, that some change is demanded, and what that change shall be, the town must determine.

If it is economy for the town to employ five teachers during the winter term, to instruct one hundred and twenty-five children, living within one and one-quarter miles of a central point, who could be better instructed by three teachers if properly divided and graded; if it is economy for the town to employ three teachers during the summer term, to instruct sixty or seventy scholars, when two would do the work better—then no action is necessary.

According to the present state of the districts, and mode of dividing the school money, there is great inequality in its distribution. Some of the districts have eight or nine months' school in the year, and a surplus of money. Others have only six or seven months. This inequality has been the source of much complaint, and not without reason.



## HAMPDEN COUNTY.

## GRANVILLE.

Another point to which we would invite your attention, is your present manner of hiring teachers. The provisions of the statutes upon this subject seem to be, that the power of hiring teachers shall exist in the hands of town committees, unless vested in the hands of some other persons by a vote of the town each year to this effect. The custom in this town has been to give to the prudential committee of the respective districts this power, to which there exist practically many valid objections. 1st. It is almost universally considered by members of districts as a burden to which they must submit patiently when it is "their turn;" get along with as easily as possible for one year, and then *inflict* upon some one else. The result of this feeling and of this system of rotation in office, is, that the responsibility of hiring teachers is a great part of the time in the hands of those entirely unacquainted with the business, and who pay no attention to the requisite qualifications of teachers, if the *price* be right; and our schools are in too many instances "struck off," as are the *town's poor*, to the *lowest bidder*. 2d. The system of rotation in office of prudential committee, brings with it a continual change of teachers. Each new committee will have some friend or relation to whom they will give the preference, regardless of qualifications; or they may have some trivial personal objection to the old teacher, and an entire stranger is each year sent into school.

Any one who will reflect for a moment, will see the objections to this course. A stranger must acquaint himself with the disposition of the school, and the peculiarities of many of the scholars, and arrange them into classes suitably. Much time is thus wasted, which might be saved to the districts, if the practice more generally prevailed of hiring the successful teachers for a succession of terms. 3d. Under the present system teachers are not brought forward for examination until within a day or two of the time for opening the school, although days are always set apart for that purpose by the town committee. There is then no time to look up another teacher; and town committees are, without doubt, many times induced by the urgent solicitations of prudential committees, to approbate as teachers those whose qualifications are far from being satisfactory. 4th. Districts are sometimes divided against themselves, and the doings of one party or section are sure to meet with the disapprobation of the other; and the teacher must, on this account, come into the district prejudged and predestined to condemnation by one faction or the other.

The advantages thus to be derived from allowing the power of hiring teachers to remain in the hands of town committees, are: 1st. They would more generally retain approved teachers for successive terms in the same school. 2d. From an acquaintance with a greater number of teachers, they would have a better chance of making appropriate selections for the respective districts; and, 3d. The teachers would be selected with refer-

ence to their qualifications solely, and would enter the school under no obligation to any particular faction or individual in the district. The change would seem at first to be increasing the burdens of the town committee, but we do not believe that this would prove true in practice, as it would certainly do away with more than an equivalent number of vexations attendant upon the present system.

This change we would ask for our successors, with the earnest conviction that it would subserve the best interests of the schools.

### LONGMEADOW.

You will desire to know *why* we cannot speak more encouragingly.

1st. Because the schools, in too many instances, have suffered from the great disadvantages of inexperienced and inefficient teachers. The *fundamental* and wholly indispensable requisite, and the main spring of success, lies in the wise and careful selection of energetic, devoted, and experienced teachers. Your committee have wished for thorough examinations, not merely to test the book-knowledge of the candidate, but to know concerning his general character, his energy, temper, his tact and aptness to communicate, his acquaintance with the most approved methods of teaching, and his previous experience. In order to do this, *careful* inquiry is requisite *before* the examination. But for this no opportunity is given to your committee. You have thought it best to take the responsibility of selecting candidates out of our hands, contrary to the design of the law, and by a special vote, to transfer it into the hands of the prudential committee. We have no objection to this; nay, we prefer to be relieved of the trouble of selecting candidates, *provided*, the prudential committee will be sufficiently faithful in fulfilling their trust.

We may know of twenty candidates whom it would be desirable to present, but we cannot present them. We have earnestly invited the prudential committees to counsel with us, but we hardly ever see them till just about the time when the school must begin, and then we must take the candidates they offer. We appoint a day of examination that we may meet the candidates and the committees together, in order that the examination may be conducted openly and fairly. But on the appointed day, *one* or *two*, or perhaps *three* persons, are presented for examination; and not one of them may be such persons as we should have selected. They may be very young and wholly inexperienced, and wanting in many essential elements of success. But if they undergo a passable examination on mere matters of book-knowledge, though with much risk and misgiving, we must give a certificate; and though there may be any number of teachers *known to us*, whom *we might* have put into the schools, and *adapted* them to the peculiar necessities of the schools: still, none of these can be candidates, unless chosen by the prudential committee.

Supposing that we *reject* the person offered; then, first, we may offend the prudential committee; next, the relatives of the rejected person; then wound and mortify the feelings of the candidate; and finally, throw a bone of contention into the district; so that, if we accept another candidate, he, or she, may labor against disadvantages arising from prejudice and ill-feeling. Thus we are embarrassed, and tempted to be more or less remiss in our examinations; and the consequence is, that the schools will be but poorly provided with teachers. We are compelled to say,

though cherishing not a single particle of ill-will, *that, as a general thing*, the prudential committees rather hinder than assist the town committees.

### MONSON.

But there are some evils which neither the committee nor the district can reach. They are *organic*, or pertain to the system of *geographical districts*; and for which no remedy, so far as we can see, is adequate, short of abolishing the present arrangement of districts. A bill is now before the general court of this Commonwealth, authorizing the several towns to dispense with school districts; and intrusting to *one* committee the duties now performed by two. Important ends, it is supposed, may be gained by such a change.

There has always been found to be more or less want of coöperation between the superintending and prudential school committees. The superintending committee gives notice of a time for the examination of teachers. Three or four may be present. The remaining ten or twelve, regardless of any appointment, come "like a continual dropping in a rainy day," at as many different times, it may be, as there are teachers to be examined. The committee, of course, are called together unseasonably, and at great inconvenience, and at the same time occasioning needless expense to the town. During the past year there have been no less than *sixteen* meetings of committees for the examination of teachers; whereas, with proper coöperation of the two committees, or with one committee to do the work of both, *two* meetings, or at most *four*, would have been quite sufficient.

And there is often a great want of regard to fitness for the office, on the part of the district in the choice of their prudential committee. Men are sometimes chosen who have no knowledge of the qualifications of teachers. In some districts the office is held by a sort of elective rotation, so that all may share equally in the *onus* and the *honor* of it. The selection of a teacher is a mere matter of favoritism, without regard to qualification. The gentleman in power selects some daughter, niece, cousin, or, if he be a young man, some *dearer* friend, and the superintending committee have placed before them the delicate alternative of approbating the teacher, or offending the committee. And it often happens, moreover, that the teacher is presented for examination on the morning for the opening of the school; so that if approbation is withheld, the whole arrangement for the season is disturbed. Under such circumstances it is not strange that the committee, in the risk of greater evils, feel constrained to license even against their judgment. Every successive prudential committee, moreover, has his own friends, who, like political partisans, hold that the spoils of office, are, of right, the gift of the predominant party; so that however successful the teacher under the previous dynasty, a new one, and often one wholly inexperienced, as well as untried, is now employed. The result is, constant change in teachers, loss of all system looking to permanent progress in instruction, and often unpleasant bickerings and contentions among neighbors.

Abolishing the School District System puts the selection of teachers into the hands of the superintending committee. Their position makes them acquainted extensively with good teachers, with whose services they may easily supply all the schools. Knowing the wants of different schools, as



well as the different qualifications and tastes of teachers, they may more easily secure adaptation of teachers to particular locations and wants; whereas, now it often happens that a teacher admirably adapted to the wants of a particular district, is employed in another of widely different wants, and fails. A case of this kind occurred the present year, where a teacher, utterly failing to accomplish any reasonable amount of good in one school, was transferred to another, where her tact and skill wrought out results which placed her school in the first rank for excellence.

There is also, under the present system, great disparity in the size of different schools, and consequently in the amount of money expended for their support; which by abolishing district lines, might in many cases be greatly relieved by a different apportionment of scholars to different schools.

### MONTGOMERY.

Your committee would call your attention to the importance of having the teachers selected and hired by the town committee, instead of the prudential committee, as we do at the present time. On this question there is a diversity of opinion among our best informed citizens. Much can be said against the new mode of selecting the teachers by the town committee. It is agreed by some that were it left to them, there would be less interest felt by the inhabitants of the respective districts in their schools and in the management, than there is at present in the ancient method. This certainly would be a result much to be deplored, for there seems to be very little interest manifested in our schools at the present time. Another objection to the change in the usual practice is, that it would be attended with additional expense, as the duty of engaging teachers for all the schools would require some time of the committee. It has been a long established custom for the prudential committee to engage the teachers. It is hard to combat customs about which most people never take the trouble to inquire, except to see they are sustained. All present teachers are employed for particular schools, by the prudential committee in each district, and referred to the committee for examination. If this examination in the required studies prove any thing like passable, they must be allowed to teach, unless there are stronger reasons than a mere want of adaptation to teaching particular schools, or a want of energy and life. Let the town try the experiment this year, and if the mode of engaging the teachers by the town committee become unpopular, then the ancient mode can be again resorted to.

### PALMER.

The committee would recommend the abolishment of the District System. It is the decided opinion of the State Board of Education "that the highest interests of the schools demand this." The committees of the towns, in their reports, and others interested in the cause of education, who have given their attention to the subject, are almost unanimous in recommending it. The reports from those towns that have abolished the District System speak strongly in favor of the policy. The last Annual Report (the 16th) is principally occupied in discussing this subject. The committee would recommend to every citizen a thorough perusal of that Report. It can hardly fail to satisfy any that have doubts upon the expe-

ciency of the measure. It will eventually, doubtless, be adopted by all the towns. School-houses would then be built and schools sustained by the town, *where* there are scholars. There are several out districts in this town where schools are supported for a very few scholars, because there is a district. It would be cheaper for the town and far better for the scholars, giving them better schools and better teachers, to pay the board, or hire conveyance for the very few scholars that are so situated as not to be able to attend school in the more populous districts.

The present is a favorable time to adopt this measure, as there are several new school-houses very much needed. The town would then own all the school-houses; each of the present school-houses could be prized, and so much allowed to the members of the district. Those districts that have already provided convenient and ample accommodations for schools could have the value of their house credited to them. Thus justice might be secured to all. By adopting this measure, schools would be continued in all the principal districts as at present, only with more efficiency. This would avoid any clashing between the town and districts, or between the prudential and town committee. Better pay, better teachers, better schools, and larger schools would be the result. Where there are now two or three poor teachers, poor schools, poor houses, there would be one good teacher, and one good school through the year, in a good house.

#### RUSSELL.

Your committee would likewise suggest and recommend that the experiment be tried the coming year of giving to the school committee the employment of all teachers in the town. This has never been practised in the town. This is a method that seems to be gaining favor and ground throughout the State. Wherever adopted it seems to meet with general approbation. There are many arguments to support such a practice. Without detailing many, we will simply specify a few:—

1st. It brings under one responsible head a business now performed by a number of persons, and, as a consequence, bringing regularity out of irregularity.

2d. It tends to introduce permanency in the employment of teachers and the management of schools, where now all is change.

3d. The selection of teachers will be more likely to be a judicious and fortunate one, than when made by the prudential committee.

4th. It will be a saving of money to the town. Thus, if the teachers are employed by the school committee, *order* can be more easily introduced in the examinations to be held; more teachers can be brought together at one time for the purpose. Whereas now, if a time and place are appointed for the examination, one may be present, or perhaps none. Yet there has been a loss of time to the committee, and they must meet afterwards as often as a teacher is presented before them. Time is spent and cost is made in the examination of one teacher; the same, nearly, as if there were six.

These are some reasons for the adoption of this method. More might be adduced. We think it would be judicious in the town to make a trial of it.



## SPRINGFIELD.

An attempt has been made, under the provisions of the city charter, to dissolve (with the concurrence of the several school districts) the district organizations, and effect a transfer, upon fair and equitable terms, of all the school-houses and other district property, to the city; thus placing the school department in future, entirely at the expense, and under the control and direction of the city authorities. The plan met with general favor; yet through the want of entire unanimity among the districts, it has not been consummated. The time has now elapsed within which the proposed change might have been made, in the particular mode prescribed in the charter; yet it can now be effected under the general law of the Commonwealth.

The proposed plan has many and decided advantages over the existing District System, in reference to the classification and arrangement of the pupils and of the schools, and to economy, system and convenience, in providing school-houses for different sections of the city. And it is very desirable that this object should be accomplished, so soon as it can be done consistently with a due regard to the feelings and rights of all concerned.

## WILBRAHAM.

The committee, a year ago, recommended to the town to abolish the District System of schools. We think it proper to present it for your consideration again. It is a subject that has been agitated throughout the Commonwealth.

It is very desirable that all the children in our town should have equal advantages of schooling, but under the present system they do not. Some of the schools are kept several months longer than others. If the education of the youth is a public duty, as is maintained, there is no reason why all should not share alike in its advantages. But not only are some of the schools kept less time, but they are likely not to have so efficient teachers as others.

Abolish the District System; let the town have the control of all the school-houses, and see that they are constructed on the most approved plans; let the money be divided equally among all the scholars; let it be the business of a single committee to provide teachers for the schools, and it is believed they will be much more efficient than they now are.

## FRANKLIN COUNTY.

## CONWAY.

In order to a proper beginning, let the Report of the Secretary of the Board of Education for the State be read in each district. Let the various items of reform therein proposed be fully considered. Let each district, in their meetings for deliberation, shape all their movements toward the

abolition of the whole District System, with the intent of conducting the education of the youth by town organization, and with the end of reducing the number of schools.

### GREENFIELD.

The committee think that before we are satisfied, our whole system of schools will be remodelled; and they would suggest whether, before any steps are taken in reconstructing houses, a general view of our present condition and future prospects had not better be taken, so that money be not expended in a way that may possibly interfere with plans we may hereafter find it desirable to execute.

### NEW SALEM.

It is time to open our eyes to this state of things. It is time to see whether our school money is so applied that we receive the greatest amount of good from it. If you will weigh these matters in your minds, and act according to your convictions, we think it will not be long before our schools will receive a new impetus.

We think that an important step toward the elevation of our schools, would be, to transfer the power of employing teachers, from the hands of the prudential committee to the general school committee. The great objection to this method seems to be, that it is giving them too much power. Admit that it is giving them a little more power, you hold them, in a measure, responsible for their trust; and who is there that wishes to be held responsible, when he has not the power to do better? The only power that would be granted them, in our opinion, would be the power of doing good, and is there any reasonable man who would deprive them of this? It is no new idea, but it has been put into practice in many towns, and found to work well—and we think it would here. Under our present system, teachers are often employed who are total strangers. The agent knows nothing of their fitness to teach, or ability to govern a school; and it is frequently the case, that the prudential committee has a relative or friend who must be cared for; and sometimes, there may be a little partisan feeling that is to be gratified. And, besides, prudential committees are not always chosen with due regard to their fitness for the office; and, indeed, we suspect that sometimes they are chosen out of spite, because they have been so unlucky as to find fault with a previous school. Besides, the school committee would have the opportunity of selecting teachers adapted to the wants of the schools, as a particular teacher may do well in one school, and make a failure in another; and, from their having better opportunities of an acquaintance with a large number of teachers, would be more likely to obtain good ones. These are some of the reasons why we think it would be better to make the transfer.

### SHELBURNE.

Having received the Report of the Secretary of the Board of Education, we present a few copies for circulation, hoping that they may be attentively read. Especially would we commend the pamphlet entitled, the "District System of Schools," to the study of every voter in Shelburne.

## BERKSHIRE.

## ADAMS.

In justice to our own feelings, as well as to the interests of our town, we cannot conclude this report without inserting in it an extract from the Thirteenth Annual Report of the Secretary of the Board of Education, relating to the impropriety of prudential committees selecting teachers for our public schools.

Every sentiment advanced in it, we fully concur in. We hope every voter in town will read it, and be convinced, that our schools would be more progressive, and our teachers better, by leaving with the superintending school committee, the power of selecting and contracting with teachers for our district schools.

## ALFORD.

We feel constrained by a sense of duty, to say, that notwithstanding all that has been said and done by the legislature and numerous benevolent and philanthropic individuals, to improve the condition of our common schools in this Commonwealth, so far as our schools are concerned, with perhaps, some *few* exceptions, we have been able to discover but comparatively little improvement in a long period of years; neither do we expect to witness much improvement in our public schools for years to come, if the present system of management is to be pursued. We allude to the practice of authorizing prudential committees to employ our teachers. We most fully and heartily subscribe to the sentiment advanced by the present Secretary of the Board of Education, "that the selection of teachers by prudential committees, which have no legal existence where the towns are not districted, is a most unfortunate practice; and that as long as the practice prevails, there is no prospect of any great improvement in the quality of our teachers employed."

## BECKET.

Your committee are fully impressed with the belief, that while most other towns of the State have been rapidly raising the standard of education in their schools for the last twenty years, that our schools have been stationary.

And as one of the means of improving our schools, some of the committee have changed their minds, and come to the conclusion that the business of engaging teachers should be left with the examining committee; that for fear of provoking a party spirit, or exciting prejudices which might injure the school for the season, your committee may sometimes be forced to approve of teachers of a lower grade, than they would otherwise do. Also, it would remove all opportunity for accusation of favoritism toward relations or friends within the district.

## CHESHIRE.

Your committee respectfully suggest the absolute necessity of procuring teachers who are well adapted to teach, as well as possessed of the requisite qualifications in learning. Your committee also recommend, that the duty of procuring teachers be left to the school committee.

## DALTON.

Prudential committees have been negligent in securing teachers. There are exceptions to this sweeping declaration ; but such has been their deficiency, that we are justified in making the general remark. They have waited till long after the time their schools should have commenced, before direct efforts were made to secure the services of any one. Then the best teachers were engaged, and they were obliged to take up with such as were left. Our schools have suffered greatly by this negligence.

We would recommend a change in the district system.

By this means, we should have better school-houses and better schools. The number of districts would be diminished, and with less expense, longer terms, and better instruction secured. In Ward No. 4, there has been, during the winter, an average of eight scholars. There has been paid for the schooling about one hundred dollars. This is too much for the education of so few scholars. A teacher can instruct thirty scholars, properly graded, as well as eight without it. It is, then, bad economy to sustain a school where there are so few. We do not suppose a change of this kind can be effected the present year, but hope it will be soon. The geographical boundaries of our town are such as would favor such an alteration.

## HANCOCK.

It is to be hoped that you will take into consideration the practicability of abolishing our present District System, and thereby placing the entire control of the schools under the supervision of the whole town.

## HINSDALE.

Some districts have more money than they use, while others are suffering from lack of means.

If the resources provided for the support of the schools for the ensuing year, be the same that they were last year, and instead of being parcelled out among the districts by an arbitrary system, as has heretofore been done, the town committee be permitted to select and contract with the teachers, and pay them from the entire undivided fund, each district in town, it is believed, might have eight months school,—five in the summer, and three in the winter.

If these views are correct, it will be seen, that with the same funds that were raised last year, our schools may be improved, if two things be done :

First. Let the funds remain undivided in the treasury, to be drawn upon and appropriated by the town committee, according to the necessities of the several districts ; and,

Secondly. Let the teachers be selected and contracted with by the town committee, instead of the prudential committees.

One prominent advantage of these measures, would be a reduction of



all school operations to one system, and so securing, as nearly equal advantages as might be, to all the schools. Whatever might be done for any one school, would be done for it, not as an isolated, separate organization, but in its relations to all the other schools in town. It would also remove the possibility of friction, which is liable to exist between two different and independent committees acting separately upon the same thing.

### LANESBOROUGH.

To this end, an important change is recommended by the present Secretary of the Board of Education, and was advocated in his Tenth Report by the former Secretary, and is favorably entertained by the school committees of a large number of towns in the Commonwealth.

1st. It is recommended that the division of towns into school districts, be wholly given up, and that all the operations now performed by districts or their agents, be executed by a committee appointed by the town.

2d. That where practicable, the schools be graded, so that scholars may be classified according to their ages, studies and attainments.

3d. That one or more Grammar or High Schools be established in each town, for the benefit of the more advanced scholars. It is also advised, by those most practised in school affairs, that contiguous districts, containing but few scholars, be united, affording thereby increased means of instruction, and diminishing the expense thereof. It is moreover recommended, that females be employed rather than males in the smaller districts, and that each district secure at least, nine or ten months schooling during the year. Although your committee are by no means desirous of increased powers and responsibilities, and are aware that measures feasible in a level region with a dense population, would be impracticable among these mountains; nevertheless, the reasoning by which the Secretary supports the measure of relinquishing, to a great extent, the District System, appears not only plausible, but sound. It is not necessary to introduce in this report, the arguments used in favor of the object contemplated, as copies of that portion of the Secretary's Report have been freely circulated; nor have we time or space so to do; nor would the town act upon a matter so weighty, without great deliberation, and a careful canvassing of the whole matter. Of the expediency of the change, however, we have no doubt, so far as concerns the placing the whole management of all business relating to school-houses, to schools and school teachers, and the application of school funds, in the hands of an intelligent central school committee, in the room of the complicate, and often inadequate machinery now in operation. In a region of hills and valleys like this, the gradation of schools might not accommodate the districts remote from the centre; but this objection will not apply to those located upon the county road, and the union of some of the districts, and the establishment of a Grammar School, are not only practicable, but exceedingly desirable. What possible objection, for instance, could be made against uniting the north-east or Worden District to the south-centre. In the former, the average attendance does not exceed seven or eight scholars. Should they enjoy seven months schooling, the cost would not fall below seventy-five dollars, exclusive of board, fuel and repairs. Now, more than half of this expense might be saved, by the union contemplated; while the central school, equally accessible, would be greatly benefited. The same remarks will



apply with equal force to the south district. Ten or a dozen scholars scarcely justify the keeping up of a distinct organization, especially, as none of them live at an inconvenient distance from the south-central school-house.

#### LEE.

The Secretary has propounded and elaborately dwelt upon three important subjects—the first, in the above Report, on the “gradation of common schools;” the second, in the Thirteenth Report, on the “abolition of prudential committees;” and the third, in the Sixteenth Report, on “abolishing the district school system.”

These, at first view, seem to be an innovation upon the ancient usages and customs of our venerable forefathers, who, no doubt, were as anxious for the education of their children as we, in this day, are for ours. But “circumstances alter cases;” times have changed; steam and lightning have sped upon us most rapidly, and if the present generation would stop long enough to read and weigh candidly the arguments he has laid down in said Reports in favor of these propositions, (and these Reports are in the hands of every school district in town, perhaps on some agent’s shelf,) it is presumed that a great majority of the people would vote to adopt these measures.

#### LENOX.

In 1846, a law was passed, requiring the school committee to make annually a detailed report of the several public schools in their respective towns; said report to be read in town meeting, and a certified copy thereof transmitted to the Secretary of the Commonwealth. In addition to that report, there is a circular sent to the committee, requiring answers to thirty-six questions, which give all the necessary statistical information to the Board of Education. That fact, in connection with the fact that the last Report of the Secretary of the Board of Education, contained but three extracts from the reports of Berkshire County, dispose your committee to believe that a detailed report is not called for, on the part of the Commonwealth—that no part of said report would appear in the next Annual Report of the Educational Board, unless it approved, in high terms, of the particular changes in the District System, which he advocates.

#### MOUNT WASHINGTON.

Your committee are of the opinion, that our schools would be benefited, by giving the power to your town committee to contract with teachers. The reasons why the general committee should select teachers are these: they are in a position to know best the various conditions and wants of each district, and are more or less acquainted with the different teachers, and can best judge for what school they are best adapted. Besides, as they are responsible for their success, it seems but right that they should have the power to select them; in this mode, the power to contract, examine, and remove, will go together.

#### NEW MARLBOROUGH.

In conclusion, your committee would invite the special attention of each citizen of New Marlborough, to the last Annual Report of the Secretary

of the Board of Education. In that document is ably discussed "the evils of the District System," and as a remedy, the author recommends that the school districts be abolished, and that the schools be graded, and retained under the control of the town. It cannot be denied that the schools in this town, are experiencing most or all of the evils enumerated in that Report. Our school districts are already very unequal in resources and privileges, and are gradually becoming more so, from two causes, to wit: the increase of population in the manufacturing neighborhoods, and the occasional "getting off" of citizens from a smaller district, to join a larger, producing a frequent scene of struggle and strife at our town meetings. Some of our schools are evidently declining, being decidedly more backward than they were in former years; while some children in town, from bad district arrangements, have no school privileges at all. The frequent complaints made from parents to the committee, that their children do not receive suitable attention at school, show that, without a gradation of the schools, the teachers, however excellent, can give but partial and imperfect instruction. Again, our schools, in their present condition, excite but little interest on the part of those who aspire to a thorough education for their children.

But admitting the existence of all these evils, the question arises, Is any plan, similar to the one recommended in the Report, practicable or expedient in this large, hilly, and sparsely populated town of New Marlborough?

As bearing on this question, your committee would offer two or three considerations:

1st. In this town of about thirty-six square miles, are ten districts; there being three ranges of districts in the town, of only about four and one-half miles in width. Now, if six schools could take the place of these ten at central locations, they would each have a territory of six square miles; or a tract of two and one-quarter by two and two-thirds in length, giving a distance of about one and three-quarter miles from the centre, by a direct line, to the remotest corner. And if, from the indirectness of roads, any within the territory of one school, could be better accommodated at another, the system would allow them to attend where it was most convenient.

2d. Last year, this town expended for schools, by voluntary contribution and otherwise, about sixteen hundred and thirty-five dollars. Now, should we employ permanent female teachers in each of these six schools, thirty-six weeks in a year, at the average price which we paid female teachers last year, we should have left of this sum, about one thousand dollars with which to support two or more Grammar Schools.

3d. The property of our citizens is taxed for the support of schools, even if they are not willing to patronize them, but prefer to send abroad their children at the earliest practicable age, to a school of better privileges. Would it not be better to adopt a system that shall elevate our schools at home, and secure the interest, coöperation and patronage of all our citizens who are taxed to support them?

4th. Our usual appropriation by tax for the support of schools, is not what is needed for their liberal support; but it is large enough, under the present system of expenditure; inasmuch as the large districts have already as much as they can profitably expend; and the smaller ones, who most need it, would be but little benefited by increased taxation.

5th. Instead of geographical centres for the location of schools, their

establishment at centres of population, with a liberal allowance to those parts more sparsely inhabited, might be thought, by many, a preferable plan.

Your committee would recommend the appointment of a special committee to inquire into the expediency of reforming our school system, and recommend plans therefor; to report at the next annual meeting of the town.

#### PITTSFIELD.

Pittsfield, for educational purposes, is divided into districts in which are more or less public schools. It also has one High School. The district system is this: Lines are drawn inclosing a certain portion of the town. The people living within those lines, are a corporate body, for certain purposes. It is for them, by law, to provide school-houses, and to keep them in repair, and to warm them, at their expense. For this purpose they choose one of their number, as a prudential committee, to act for them. He conditionally engages teachers, fixes their salaries and their time of keeping, and has a general oversight of the school. He sends his chosen teacher to the town committee for examination, and a certificate. All the children in the district, and no others, can attend his school. The High School is a town school, under the care of the town committee. They elect teachers, fix salaries, and have a general care of the school, the building, and all its interests. Pupils are admitted to the High School, from any part of the town, upon examination. Whether this is the best system, will be decided differently, by different persons. Most of our larger towns are dispensing with districts. The two most prominent reasons for keeping them, that we have heard of, are, first, that a district would know their own wants better than the town can; and second, a dislike to having so much patronage go into the hands of a few persons. As to the first, as a matter of fact, prudential committees generally consult with the town committee about their teacher, and often receive such as are named to them. As to the second, it will be seen, by the table connected with this report, that a single prudential committee-man has the spending of one thousand dollars, and the patronage of nearly one-quarter of the schools in town. The Secretary of the State Board of Education has entered fully into this question, in his last Report. To that we respectfully refer you. We would suggest, however desirable it may be for the other schools to be in districts, whether the three centre districts should not be thrown into one, and be under the direction of the town committee.

#### RICHMOND.

Another difficulty arises from a want of care in the selection of teachers. This duty, you are aware, devolves on your prudential committees—an office thankless in its rewards, and very often perplexing in its cares. In order to carry out true republican principles, it must be taken by turns, until it has circulated through the district. These functionaries are sometimes faithful to their trust, and through much pains-taking, secure good teachers. And we have those who are never weary of negligence, who delay until the best in market are gone, the second best called for, and all that remains is of a refuse character,—mere waste. Yet they must furnish a teacher, and after exercising much labor, they are bound to adopt

"Hobson's choice,"—this, or none ; while the none would often give the best of the bargain.

Their subject is presented for examination. In this age gross ignorance, unless it is fatally blind, does not present herself for a teacher. A very passable amount of the necessary knowledge may be offered in evidence of capability. Then the idea of Hobson's choice comes up again. The condition of the teacherless school is present—the subject by perseverance may do well—a certificate under the circumstances is given, too often alas ! for future regret. But what could we do ? The committee hired the teacher, the district approved his choice, and the miserable subject must be inducted, and then you will find it seeking more anxiously for noon-sleeps and four o'clocks, than for the benefit of your children.

#### WEST STOCKBRIDGE.

The matter of doing away with the districts, is one of vital importance, and we truly believe that could it be adopted in this town, it would have a beneficial effect upon our schools. Therefore, we recommend it to your careful and serious consideration.

### NORFOLK COUNTY.

#### BRAINTREE.

The committee intended to call the attention of the town to the expediency of having the teachers selected and contracted with by the general school committee. But as it is too late for this year, they would simply refer to the Report of the Secretary of the Board of Education upon the subject, and leave the matter for the town to determine upon at their next annual meeting.

#### FRANKLIN.

From the preceding review of the schools we are forced to the conclusion, that with all the proficiency and progress secured, there have been some very serious drawbacks, sufficient to suggest an anxious inquiry as to the cause or causes that have produced such results. In some instances, we fear that money has been worse than thrown away, time wasted, and injuries inflicted, which it will take a long time to repair. Why is it so ?

To this question the committee have given a good deal of anxious thought, and have arrived at the following, among other conclusions :

1. The too general want of interest among the parents and inhabitants of the town, upon the subject of schools.
2. Difference of opinion among the inhabitants of the town as to the best mode of conducting schools and managing their general interests.
3. Ignorance of the law upon the subject, so that there is great confusion of ideas and conflict of opinion as to the rights and duties of scholars, parents and teachers ; of the relative prerogatives and responsibilities



of the districts and town committees. Growing out of these causes, there is a want of union and coöperation which is fatal to the success of the schools.

And here another question arises: must it continue to be so? Must every year witness such disturbances, such a waste of time and money? Is there no remedy? Questions like these have often been asked during the past year, by others, as well as the committee. Indeed, we think there is a growing conviction that something ought to be done.

#### MEDFIELD.

The several districts had chosen prudential committees, previously to our own election by the town; and, presuming on the right which custom had hitherto allowed, they had already contracted with several teachers. We desired to avoid any controversy, and felt that harmony of action between them and ourselves was essential to the welfare of the schools. Waiving, therefore, the right which belonged to us, we assented to the arrangements made for the summer schools. Two inexperienced teachers were among the number employed. Their qualifications, aside from literary attainments, especially their adaptedness to the several places they were to fill, could only be ascertained by actual trial; and they were permitted to commence at once their labors. Disappointed by the result, and feeling our responsibility, we ventured to assert the right to select and contract with the teachers of the winter schools. We took measures accordingly to retain in one district the services of a teacher, who had proved herself eminently fitted for the place, rather than encourage the employment of a stranger who had no experience in teaching. In another district, we annulled a partial engagement with one whose qualifications were not deemed to be sufficient for the place. But, in these and all other instances of alleged interference with the duties of the prudential committees, we have acted with a single reference to the best interests of the schools; and we confidently leave the result to be judged of by our constituents.

We venture to suggest, in our own case, a remedy which has been found effectual in many towns, both in this State and in others,—we mean the abandonment of the common district system, and the introduction of graded or classified schools, under the sole superintendence of a general committee, to be chosen annually by the town; or, what may be better, under the superintendence of an agent who shall act in connection with such general committee, and who, for a suitable compensation, shall devote himself to the special care of the schools, and be held mainly responsible for their good condition. Such an arrangement need not involve a large expenditure. In many towns, it has been found economical. We believe that the experiment, if fairly tried in this town, would here, as it does elsewhere, command general approbation, and prove a great benefit.

#### MEDWAY.

The committee might suggest some improvements in relation to the schools generally, but fearing to enter into any lengthened details, they merely say, that some changes seem to them to be required, for the general good, and the greater equalization of rights and privileges.



The High School system may be modified. And there appears to be a necessity of either giving up the districting of the common schools, or, districting them anew; or making a different distribution of the money, and perhaps a saving of money. Owing to the more rapid increase of certain locations of the town than others, the present arrangements are greatly unequal. Some change also might be made in relation to committees, particularly prudential. The committee merely throw out these hints for the improvement of the school system of the town, as they are about to retire from their official capacity and duties.

### QUINCY.

The Primary School had last season one hundred and twenty-three scholars, according to the register, and the room provided for them is ill-adapted to accommodate half the number. A condition of things so dangerous to the physical well-being of young children, and so subversive of all efforts at discipline or instruction, called for immediate attention.

Without recommending any one of the modes which have suggested themselves, to particular favor, the committee beg leave to state them all for the consideration of the town.

1. The enlargement of the present school building, by extending it twenty or thirty feet in the rear. This may be done at a moderate expense, and it will furnish the requisite space both above and below.

2. The erection of a new edifice, of much larger dimensions somewhere else, and the sale of the old one. This would be more in keeping with the school-houses of the times, but it would be more expensive.

3. The union of the two school districts, the Centre and the South, into one Union district, according to the statute of 1839, chapter 56. This would enable the committee at once to make use of the other school-room in the High School building, now vacant, for the benefit of the children of the Centre living nearest to it, and it might facilitate a more thorough grading and equalization of all the schools in both districts.

Such a measure, however, cannot be adopted without the assent of two-thirds of the legal voters of the districts.

4. The abolition of the District System altogether, and vesting the committee with the power of organizing the schools in the manner deemed by them most to the advantage of the children and the town.

The committee do not undertake to express any opinion of their own. Their duty is performed in simply calling the attention of the voters of the town, to the absolute necessity of soon doing something.

### RANDOLPH.

The unfortunate selection of teachers too often occurs in this town, and it is a subject that demands our serious consideration. Our money always is more or less liable to be squandered upon teachers who are not entitled to the first rank in their profession. Shall we suffer our money to be thus used upon worthless teachers? Shall we suffer the training of the young and rising generation to be intrusted to unskilful hands? There must be something wrong in our school system, or such an evil would not be endured to so great an extent as now seems to exist.

After reviewing the subject in all its bearings, we think there is sufficient proof that this difficulty owes its existence chiefly to the complex-

ity of the process by which the teachers are selected; and by this we mean the usual custom of having two distinct committees to act upon this matter—the town and district committee. It is not surprising that men, who are engaged in the ordinary avocations of life, as are the most part of our prudential committees, should fail in their attempts to secure the best teachers. They generally are not conversant with such matters. Their opinions of a teacher are too often based upon the opinions of friends no more conversant in the skill and ability of teachers than themselves, who are ever ready to assist in such friendship,—no matter what the calling is,—regardless of any qualification, other than a general liking for the person.

The office of prudential committee is, by some, thought to be one that requires no great experience or uncommon qualification; and if we extract the duty of contracting with teachers from the office, we may not go astray in so considering it.

The superintending school committee, in a natural view, is the most permanent body. The number of persons from whom the choice is usually made is smaller, and if an individual prove competent, he will generally be reëlected; and even when a change is made, it rarely extends to the whole committee. Consequently, it is reasonable to expect that they will have something like a settled policy. Therefore, if the selection of teachers were left in the hands of the superintending committee, it would tend to give a similar character to our schools for successive years; and teachers that have proved successful, would be retained in the schools for a longer period.

#### WALPOLE.

As the character of the school depends mainly upon that of the teacher, our first solicitude has been expended upon him. And here we have encountered a serious practical difficulty, the consequence of which has been, that we have not always had the best teacher that might have been procured,—only the best that has been offered for examination. The town holds this committee responsible for the condition and progress of the schools, without seeming to consider that the responsibility is divided between us and the prudential agents of the several districts. True, we have worked harmoniously together. The evil is in the system, which assigns to the agent the business of procuring and contracting with the teacher, and to this committee, his examination and approbation. It limits our choice. We have no option, but to accept or reject the individual who is offered; and frequently, at the last moment before the time appointed for the commencement of the school. We must either give a license or disappoint the district, and cause further trouble and expense. Whereas, were the whole subject intrusted to us, we should probably have a number of candidates from whom we might select one in season. It places us in an unpleasant dilemma. We may be satisfied as to the literary qualifications of the candidate, and yet fully aware that, from infelicities of temper, or lack of energy or of judgment, or some other cause, he is not the man to answer the just expectations of the people. He may be a worthy man, but not the best teacher that might have been obtained, had there been a wider range of choice. As the committee is responsible only to the town, so the teacher is responsible only to the committee;

and it may be, that his responsibility would be more deeply felt, if he owed his selection as well as his appointment, to their agency alone.

For ourselves we desire no additional labor. We are aware that the course here proposed, would increase the labors of our successors in office. We have in view, solely the interests of the schools, which interests, we think, would be promoted by authorizing this committee to procure and hire the teachers. And to do this without primary reference to any particular school; but having procured a teacher, to place him in that position where we shall consider him likely to be most useful. As an experiment, it will be attended with little risk; and if unsuccessful, can be abandoned.

#### WEYMOUTH.

The practice in this town has been, for the prudential committee to contract with the teachers, and then, after notice has been given of the time of the commencement of the school, the teacher has appeared before the school committee for examination and approval.

Now the evil of this system is, that very many of the prudential committees have not taken much interest in the schools, and know but little concerning them. They usually engage the teacher or teachers who have kept the school before, or the first one who is recommended, or applies for it, feeling that the responsibility of their fitness and qualification rests with the school committee, and not with them; and usually desire to get along with the least possible trouble to themselves. Just as the schools are about to commence, they bring the teachers before the school committee, who examine them, and very often are not fully satisfied with their qualifications, and sometimes feel obliged to reject them. Usually this gives offence to the prudential committee, who resents it, as an improper interference, putting him to unnecessary inconvenience and trouble in procuring another, also causing delay in the commencement of the school. Frequently the rejection of the teacher by the committee, at this time, would be a very serious injury to him, in his reputation and his plans. In these circumstances, the school committee *approve* those whom they would not *employ*, if it were their duty to select and contract with them.

In some instances, schools are continued term after term, with a teacher so deficient in some essential particulars, that the schools lose a great part of the privileges provided for them by the town. Teachers must not only have a suitable education, (in which they are often deficient,) but they must have an aptness to teach, and peculiar talents are required for the successful prosecution of that calling, in all its departments.

To secure such teachers, the responsibility must rest somewhere, and not be divided between two; and since it cannot, under the statutes of the Commonwealth, be placed upon the prudential, it should, in our opinion, be left with the school committee; and, until a greater interest is taken by parents in the schools, the school committee are the only persons whose circumstances qualify them to judge in this matter. Leave, then, the selecting and contracting of teachers with them, and they cannot avoid feeling the responsibility; and, although they may not always succeed in obtaining the very best teachers, yet it is believed that a higher order will be secured, or at least, those who have proved themselves incompetent, will not be employed a second term.

## BRISTOL COUNTY.

## BERKLEY.

With regard to teachers, it is universally conceded that none but such as are well qualified should be employed. Such only can well perform their appropriate work, and even such may fail, as experience too often demonstrates. Persons often appear before examining committees, and having the requisite moral and literary qualifications, are approved as teachers of particular schools, whose success, under existing circumstances, is extremely doubtful in the judgment of the approving committee. Were an approbation withheld, the applicant would consider himself deeply injured in reputation and business, and the committee would be severely censured. The prudential committee having contracted with such a teacher, he must be approved, and the experiment whether he can or cannot teach with success, must be tried. That these experiments, doubtful in their results, are too often made, all who are well-informed as to our public schools, know. Hence it is of importance to avoid this experimenting, which often results in much evil ; and this can and should be done by those who contract with teachers. They should employ teachers of established reputation, should continue their services from term to term, if successful, and when they employ the young and inexperienced, (as they often must do,) they should do it only under favorable circumstances, i. e., where the school is small and easily governed.

Under such circumstances success may be reasonably anticipated. In fact, the selection of a teacher is the main point, the thing of vital importance, requiring great care and discretion. Prudential committees, often unacquainted with the difficulties of teaching, and desirous of obtaining a teacher for a low price, and thus to secure the benefit of a long school, are prone to think almost any one having sufficient learning can teach a school. Hence they generally speak as if it were an easy business to instruct their schools. Many an inexperienced and unfortunate teacher, has no sooner beheld the materials upon which he has pledged himself to labor, than his heart died within him, and he wished, devoutly wished, he had been born under some more auspicious star. But it is now too late, he must "go ahead," as the phrase is, whether good or ill betide him, foreseeing, too, the unequal reward. For, if by dint of tact and perseverance he pass the fiery ordeal, and labor with success, he will receive but a modicum of praise. If he fail, though environed with more vexations than beset Job, whose patience, sustained by conscious integrity, and set forth as the brightest recorded example, finally gave way, he will be the object of unmingled condemnation. This is no fancy picture, but it sets forth what occurs daily among us.



## FAIRHAVEN.

Your school committee, having nearly completed the duties devolving upon them, beg leave to present the following report :

It may be remembered, that in their last report they strongly urged upon the town the propriety of abolishing the School Districts, and resolving the town into but one district ; which measure has not, as yet, been approved of by the town. As this measure has been brought forward for the consideration of the public, from time to time, and has not been received with favor, we forbear to urge it at this time ; not that a change has come over our minds, but, whenever the public are convinced of its utility, they will probably demand a change.

## SEEKONK.

Under the present mode of doing things, the committee have found it necessary to hold no less than eight sessions in order to examine the teachers for the winter term of our schools. The present way of doing things, seems to be, to engage a teacher when it is convenient for the prudential committee, and then the town's committee are summoned to meet for an examination. If such be the most judicious course, it is to be hoped that these facts will be kept in mind when the town is called to pay the expenses incurred in thus doing. The best course to be pursued, we believe, is to dispense with the prudential committee.

## SOMERSET.

Your committee would recommend, that the general or superintending school committee select and contract with all the teachers in the town, as thereby better and more efficient teachers can be obtained ; for the committee can only select from those brought before them, and sometimes that is not done until the evening before the school commences.

## TAUNTON.

We respectfully and earnestly submit to the intelligence and the judgment of our fellow-citizens, that a change in our system which would commit the whole responsibility of selecting teachers to the school committee, would be of incalculable advantage to our schools, by ensuring teachers of higher qualifications, as well as for other reasons, which the limits of this report will not permit us now to present.

There is one other change in our system, which we think essentially necessary to the increased efficiency of our schools. We refer to an alteration of the present District System, so far, at least, as relates to the central and more densely populated sections of the town, and a gradation of the schools based upon the ages and qualifications of the scholars.



## PLYMOUTH COUNTY.

## ABINGTON.

This system is the only one that gives to the remote and small districts the same amount of schooling afforded in the larger. No other can so result in obtaining good teachers. For as we have seen, it affords time to find them, and opportunity to keep them. It will also secure the best instruction from such teachers, by so grading their schools that they can use their time and strength to the best advantage.

## KINGSTON.

The year just closed is noticeable as having been the first, within our recollection, in which the selection of teachers has been left to the superintending committee. Its experience, as compared with that of previous years, shows a considerable saving of time and labor, and a desirable exemption from the perplexity consequent on subdivided authority. Prudential committees have been wholly relieved from a sometimes burdensome duty, and the superintending committee were enabled to secure the attendance of all the teachers, at the time appointed for their examination, without being compelled, as heretofore, to devote a half day to each, at such time as his convenience or the whim of the agent might dictate. By reference to the table annexed, it will be seen that a uniformity in the length of the several schools has also been secured, which, under the former system, would have been utterly unattainable. We are fully confirmed in the opinion that the town would act wisely, in adopting this arrangement as a permanent one in its school policy.

Whether teachers are selected by the superintending committee, or otherwise, the members of that committee are held accountable for whatever of ignorance or indolence finds admission to the teacher's desk. While this continues to be the case, there is manifest injustice in allowing another committee to force upon them the responsibility of accepting, or the odium of rejecting, any doubtful specimen of the pedagogue, whose sole recommendation to his employer may be, that he claims descent from some common ancestor, or holds some common dogma in politics or religion.

## PEMBROKE.

Again, your committee are frequently called upon by the prudential committee to recommend some teacher, upon whose qualifications they can rely. But this doing what the district has intrusted to another, is very disagreeable to them. Besides, in this indirect course, much time is lost, and really good teachers are taken up. We urge these thoughts upon your notice, more especially from the fact, that really inferior teachers are employed, season after season, in different parts of the town, by the prudential committee, through ignorance of their qualifications, and who

seem more influenced sometimes by the thought of cheapness, than the higher considerations.

### SCITUATE.

A still better plan, however, would be to abolish the district lines altogether, locate these two houses as above suggested, and then make all the schools in town of equal length, both summer and winter. Strange we have not thought of this beautiful principle sooner, and enjoyed it! If there be no good reason why the Harbor schools should not be of as nearly equal size as convenient, and then be made of the same length,—what good reason is there why this excellent principle should not be extended to all the eleven schools in town, and they be all made as equal in size as the circumstances will permit, with convenience, and then be made of an equal length; and thus give to every child in town, as equal school privileges as possible? Abolish the school districts, and the work is done. With this act, all the injustice and hard feeling that is now too often created on the annual distribution of the school money, would be forever removed. The general committee of the town could then employ, and after examination, arrange the teachers in the different schools with far more economy and skill, than isolated prudential agents, who often know but little of the qualifications of the teacher selected, until it may be too late to remedy the mistake.

### WEST BRIDGEWATER.

We are aware that the union formed by districts No. 4 and 7, subject some of their members to serious evils, which we will not enumerate. We believe, however, that many of these and other evils, to which our whole town is subjected, would be most effectually removed by abolishing the District System. We might say much in favor of such a change.

---

## BARNSTABLE COUNTY.

---

### BREWSTER.

What has been so many times suggested to districts 1, 3, 4, 5 and 6, requires to be done as much now as ever. But having been a number of times reported upon, nothing will be said,—a word to the wise ought to be sufficient. For the same reasons, what the committee have so often suggested to the town of the need of a change in its school system, will not be repeated, and the whole matter will be dismissed by the remark, that the committee hope the time may soon come, when their fellow-citizens will have become persuaded that the school interest is the first and most important public or private concern, to which they are called upon to give their attention.

## CHATHAM.

In conclusion, the committee would recommend, and urge the town to take the following steps :

1st. Abolish all school district organization.

2d. Let the sole charge of procuring teachers, and of directing the expenditures of the public moneys, devoted to common school education, devolve upon, and rest with the town's committee.

1st. There are special and weighty reasons why the District System ought to be totally and forever abolished in this town. With a single exception, the entire property vested in school-houses, is where it ought to be, in the hands, and under the control of the town. School district organization is utterly inconsistent with this. There should either be no district organization, or else the several districts should own their school-houses. It is not the abolition of schools that we recommend, but the abolition of district lines, and district organization.

There is a wide-spread dissatisfaction in reference to the present state and organization of the schools. Some districts are dissatisfied with their school-houses, and are making application to the town for moneys to erect new ones. Some are dissatisfied with the present location of their school-houses, and wish to connect themselves with other districts. Many desire, and feel the necessity, of a radical change in respect to the present system and organization, and are in favor of the new order of things—Union, Graded, Primary, and Grammar Schools.

Now, abolish all school district organization, and you will thereby place the people of this town in a better position to act in accordance with their individual interests. They may then act in connection and concert with the town, in carrying out a grand system of improvement, that would secure a mutual and vast benefit to all ; or sections of the town might act by themselves in carrying out, and putting in practice that new, and much to be desired order of things. That at least, four-fifths of the inhabitants of this town, would find it greatly to their advantage to adopt some system radically different from the present, there can not remain the shadow of a doubt in the minds of those who are acquainted with that new and improved system, already adopted in most of the large towns throughout the State, and now rapidly going into operation in many of the smaller towns. In every place where the new system has received a trial, it appears to give entire satisfaction. Those most bitterly opposed to the breaking up of the old district system, have very generally been converted into ardent admirers of the new order of things, and cheerfully give support and countenance to that which they had endeavored to prevent. And such we are confident would be the case with us. No section, corner, neck or nook, in this crooked town, would suffer by the change ; but every part, parcel and portion, would be in some degree benefited by it. Provision for the education of the younger portion of the children would be made ; and schools organized and supported, wherever they were needed ; and at the same time a higher order of schools would, as by magic, spring into existence—schools in which the more advanced scholars would receive double the advantages now enjoyed. On the other hand, the primary schools would be equally benefited by the change. The teacher would have vastly more time to devote to the younger pupils, than under

the present system, in which all ages, sizes, sexes, and grades, are placed under one teacher,—often rendering it utterly impossible to adopt any satisfactory and systematic order of classification.

The only objection that can be urged against this movement, that we consider worthy of notice, is this : It is feared that the town expenses will be greatly increased by the erection of new school-houses, and the employment of more competent teachers. But we are of the opinion, that this new system might be adopted to such an extent as to secure its chief advantages, without any considerable increase of expenditure. On the other hand, we are of the opinion, that, if the next twenty years be taken into the account, the necessary expenditure for the support of schools will rather be reduced than increased. This would follow from the fact, that nearly, or quite all the primary schools might be profitably conducted throughout the year by females ; and three or four male teachers of a high order, obtained as they might and ought to be, from the Normal Schools, would be amply sufficient to take charge of all the larger and more advanced scholars.

But this objection ought to weigh nothing, even if the necessary expenditure should be considerably increased ; for no town ever became the poorer by taxing itself for the education of its young. Would you make your town rich and powerful,—would you make her influence felt abroad,—would you raise her moral, social, and intellectual condition,—educate your youth, give them the advantages of a higher order of schools, and the present and all coming generations will hail you as benefactors. But this objection, we are certain, will weigh nothing with those who place a true estimate on the value of a good education. Educate your young men thoroughly, and many of them will rise to the highest social condition in life,—they will fill the most responsible offices,—they will command the largest ships,—and will sway the greatest interests.

We do not think it expedient to propose any definite plan of operation. This we leave with you. Let this devolve on a committee of citizens appointed to mature such a plan as may be best suited to your wants.

So certain are we, that a movement, and in some respects a radical one, will ere long be made in reference to schools and school-houses, that we would (until some definite plan has been devised, and its merits and advantages discussed,) urge the town, by all means, to turn a deaf ear to all applications for money to build new school-houses ; especially when these come from the more central sections of this township. We believe there are at the present moment three other districts (Nos. 3, 4 and 12) as much in need of school-houses as district No. 5 ; and if you commenced building school-houses, prior to having adopted some definite plan of action, you will ere long repent of it. Let, then, the District System be abolished. And secondly, let the choice of teachers rest with the town's committee.

We have already suggested reasons why the school committee should supply the schools with teachers.

We could fill a volume with reasons in favor of this proposition. The prudential committees seldom know much about the character of the teachers, or the state of the schools ; and in respect to the literary qualifications of those whom they employ, they must very generally be wholly ignorant.

On the other hand, the school committee have vastly better advantages of



becoming acquainted with all these matters. They know more about the schools, and understand better the gifts and qualifications of the several teachers. Under the present system, the committee are virtually compelled to license some whom they feel morally certain will not succeed in the neighborhoods in which they are employed. Every teacher whose literary qualifications answer somewhere near the requirements of law, we are obliged, in our present fettered condition, to approbate. And so long as the prudential committee see fit to continue a teacher, be the school ever so profitless, we feel but little disposition to interfere. On the other hand, did we employ the teachers, the moment that, in our opinion, a school had become unprofitable, it would close; and thus the town's money would be saved. Give this business into the hands of your committee, and they will then feel that they may rightly be held responsible for the success of the schools, and they will consequently use every endeavor, and every means in their power, to avoid the possibility of failures.

It also frequently happens here, as in other places, that the committee are forced by a sense of duty, to reject candidates who have been employed by the agents, or prudential committees.

This places both your committee and the prudential committee in an unenviable position. But if the choice of instructors devolved on us, such failures would never occur in the choice of female teachers. In procuring male instructors, we should labor under greater difficulties. But we are of the opinion, that we might every year, procure a sufficient number of teachers, of just the right stamp, from the Normal Schools—teachers in all respects better qualified than a majority of those who have taught our schools for the two winters last past—teachers better fitted to supply the wants of this practical age, and better acquainted with the philosophy of governing the young, and of “training the young idea how to shoot.”

The object of Normal Schools, is to furnish a class of thorough, practical instructors; and it is not to be accredited, that they utterly fail in securing their main object.

#### ORLEANS.

Many of our school-houses are miserable things, and hardly deserve the name they bear; yea, it is to be hoped that this matter will be duly considered, before we are at any more expense for buildings.

Let us be sure that we have not the poorest system of education in the State, before we make any more efforts to perpetuate that system. Every school-house you build on the present plan, will serve to increase the difficulty and expense of any change or improvement you may, in future, conclude to make.

#### TRURO.

During the past year, there have been great and important changes made in the common school system of the town; the town has erected new school-houses, and the choice and engagement of teachers, formerly left in the hands of the prudential committee, has been intrusted to the general committee. The number of school districts in town were formerly



eleven, now they are reduced to seven. The present winter, in four of the districts, there have been two schools in each ; which were graded according to age. The grading of our winter schools we consider to be of great advantage. The truth of this, we think, must be self-evident to any reflecting mind ; we therefore will not attempt to elucidate it.

---

## DUKES COUNTY.

---

### EDGARTOWN.

The entire abolition of the district system is now being agitated throughout the Commonwealth, and will probably be carried into effect at no distant day. This measure would meet our entire approbation, as being more conducive to the interests of the cause of popular education than any plan presented to the public for a long time. Many districts now suffering with small or old school-houses, would, in the event of such a change, be better provided for ; a greater uniformity would soon be manifested in all the schools in the town, teachers would be more appropriately distributed, and many other beneficial results might be expected. A great diversity now exists, as every one knows, in the characters of the several schools. Some are under much better discipline, more easily governed, more tractable, or further advanced in studies than others. A teacher might be very happily adapted to take charge of one school, for instance, who would do little or no good in another. Now it cannot but be seen, that a committee possessing the requisite jurisdiction, and fully acquainted with the wants of all the schools, could make a much more judicious disposition of teachers and pupils, than is possible under our present system.





# A P P E N D I X.





## APPENDIX.

---

THE Abstract of School Returns which follows is a transcript of the most important facts returned by School Committees for the school year 1852-3. On no previous year have the annual returns been more full and complete. Probably no statistics founded on returns made to the State Department under authority of law, and embracing such a variety of facts, are more worthy of confidence or present a more just view of the matters reported. The assessors' returns which formed the basis of the last State Valuation were not so perfect. Even the Report of the Valuation Committee as authorized by the Legislature for a standard of taxation, is not a more correct exhibition of the property of the State than the following returns are of its Common Schools.

The amount of school money raised by tax is a matter of public record and can be definitely ascertained in every case. That it is generally returned with entire accuracy is not to be doubted. This item alone is of sufficient value to compensate the labor and expense of procuring the school returns. It is more important than all the rest returned, from the conclusions drawn from it, while it is the most accurate. The sum raised by taxation, and the number of children between five and fifteen years of age, are the facts embraced in the certificate which is attested under oath by the committees, and are the principal basis of the Graduated Tables which follow the Abstract of Returns. These tables, therefore especially the two first series, rest mainly on the surest data, while they exhibit the most instructive and useful aspects of our Common School System. That they are highly valued for the interesting results they present and for their salutary influence, is manifest from the reports of committees, and from the testimony of the most intelligent promoters of popular education in this and in other States.

These statistics also furnish data for other tables or other important conclusions which may hereafter be formed from various comparisons and processes of calculation. They are a repository of facts which may be used for obtaining useful results in future by those interested in such investigations.

The original returns just as they come from the hands of the committees are bound in one volume each year and preserved in the archives of the State. As a summary of the most essential facts pertaining to the public schools and presenting a continuous and compendious school history of every town and city, they are of inestimable value. Their importance in coming years as sources of history cannot now be appreciated.

The following school returns furnish decisive evidence of the continued advance of our Common School System in proportion to our increasing population and wealth. And nothing shows more conclusively the interest of a people in any public object, or their real estimate of its value, than the amount of money they regularly pay for its support through voluntary taxation. Tried by this rule there can be no general diminution of interest or sense of failure in respect to our public schools. They have been sustained with increasing liberality. The amount of money raised by taxes for the support of schools during the past year was larger than in any previous year, by more than \$50,000 !

The aggregate of appropriations by all the cities and towns of money raised by taxes for the school year of 1851-2 was \$910,216; for the school year of 1852-3 the aggregate was \$963,631—an increase of \$53,415, in a single year.

The amount raised by tax for the school year 1842-3 was \$510,590, the amount for the last year was \$963,631, an increase of \$453,041, or nearly 89 per cent. in ten years.

The average increase for ten years past of appropriations of school money raised by tax has been \$45,304, per year.

The sum raised for 1842-3, was an average to each person of the whole population according to the census of 1840 of 69 cents, while the sum raised for 1852-3 was an average to each person of the population according to the census of 1850 of 97 cents—an advance of 28 cents to every man woman and child in the State.

The population of the State from 1840 to 1850 increased 35 per cent., while the increase of appropriations for the last ten years has been 89 per cent.

A correct comparison of the amount of appropriations in the State with the actual amount of property in the State is not practicable. A comparison with the State Valuations merely would lead to erroneous results, because these valuations do not correctly represent the actual property of the Commonwealth. The valuation of 1840 bears a much less proportion to the property of that period, than the valuation of 1850 bears to the property then existing. Therefore, the increase in the valuation of 1850, is not to be taken as the actual increase in the value of property between the two periods. Any calculations based on such a supposition would be fallacious. The valuation of 1850 was an increase of nearly 100 per cent. but surely the property of the State was not doubled in ten years.

If then the appropriations for 1852-3 are not as large a percentage of the valuation of 1850, as the appropriations of 1842-3 were of the valuation of 1840, the inference is not to be drawn that the appropriations for schools have not increased with the advance in wealth. This conclusion would be just if the valuations in each case were a true representation of the amount of property. But as the different valuations are in very different proportions to the actual wealth existing when the valuations were taken, such a conclusion is necessarily erroneous. According to the several valuations there may be no relative increase, while according to property there may be an advance of several per cent.

The returns are defective in respect to private schools. The teachers of such schools often refuse to report the information desired, because their schools are private establishments and not under the control of school committees. If registers are not kept, and correct reports are not furnished, the committees must give in their returns a mere estimate or nothing. The number of private schools

and the amount of tuition paid in them are probably more correctly returned than the attendance. These schools are various as to character and length and the attendance returned is generally the estimated average in all the schools, given in one amount without reference to the period they have been severally kept. A great majority of the schools returned as private are evidently those kept only for a short period after the public schools are closed, to provide means of instruction in addition to those of the Common School and not as a substitute for them. The number of children attending exclusively on private schools is a *very* small proportion of the children of the Commonwealth.



**ABSTRACT OF SCHOOL RETURNS.**



## SUFFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Boston, . .	136,884	\$213,310,067 00	220	21,858	22,317	18,352	18,528	1,758	558	24,412	76	330	68	338	1100	1100	2200
Chelsea, . .	6,701	3,475,161 00	17	1,371	1,394	1,125	1,104	106	50	1,454	2	24	2	24	85	85	170
North Chelsea, .	935	801,944 00	2	116	122	88	100	3	6	115	1	1	1	1	15.08	15.08	30.16
Wintarop,* . .	—	—	2	51	63	37	45	5	7	51	—	2	1	1	11.18	6.	17.18
Total, . .	144,520	217,587,172 00	241	23,396	23,896	19,602	19,777	1,872	631	26,032	79	357	72	364	5.01	5	10.01

\* New town. Population and valuation included in North Chelsea.

## SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Boston, .	\$117 84	\$30 86	\$198,432 37	—	\$8,000 00	\$411 50	—	—	—	—	46 1854	—	\$80,000 00	\$5,500 65	City Treas.
Chelsea, .	105 00	22 91	8,235 00	—	—	—	—	—	—	—	2 50	—	225 00	285 02	Schools.
North Chelsea,	26 67	11 00	600 00	—	—	—	—	—	—	—	—	—	—	36 49	“
Winthrop, .	35 00	17 30	400 00	—	—	—	—	—	—	—	—	—	—	—	“
Total, .	71 13	20 51	207,657 37	—	8,000 00	411 50	—	—	—	—	48 1904	—	80,225 00	5,822 16	

## ESSEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.		No. over 15 years of age who attend School.		No. of persons between 5 and 15 years of age in the town.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
Amesbury,	3,143	\$1,020,425 00	16	595	559	431	442	58	70	539	2	12	9	5	58.10	50.05	108.15	50.05	108.15			
Andover,	6,945	3,131,122 75	26	1,194	1,118	894	900	134	90	1,470	—	27	14	11	125.05	78.03	203.08	78.03	203.08			
Beverly,	5,376	2,156,012 85	17	917	1,107	636	798	91	94	1,177	2	13	9	7	89.08	74	163.08	74	163.08			
Boxford,	982	538,288 67	7	200	219	148	173	23	46	215	1	7	6	1	26.06	21.17	48.03	21.17	48.03			
Bradford,	1,328	368,278 00	4	198	216	157	162	12	26	269	1	3	2	2	19.19	12.18	32.17	12.18	32.17			
Danvers,	8,110	3,312,779 10	27	2,051	2,217	1,217	1,412	187	87	1,961	7	23	15	16	169.08	138.17	308.05	138.17	308.05			
Essex,	1,585	633,895 20	10	5	337	5	290	25	51	336	—	1	6	3	6.05	41.10	47.15	41.10	47.15			
Georgetown,	2,052	715,213 00	5	343	380	280	310	41	17	450	—	9	1	8	33.15	26.15	60.10	26.15	60.10			
Gloucester,	7,805	2,369,251 95	28	1,718	1,821	1,303	1,443	149	225	1,726	2	28	12	27	154	154	308	154	308			
Groveland,	1,286	397,079 00	5	222	168	147	187	34	28	278	—	5	4	1	27.17	17.09	45.06	17.09	45.06			
Hamilton,	889	452,403 00	4	142	207	94	150	29	52	166	1	4	4	—	12	13	25	13	25			
Haverhill,	5,877	2,243,497 00	24	1,211	1,168	926	955	44	140	1,285	5	22	16	10	106	102.05	208.05	102.05	208.05			
Ipswich,	3,349	1,062,792 50	12	641	658	492	521	52	72	690	4	10	9	4	59	45.03	104.03	45.03	104.03			
Lawrence,	8,283	6,003,716 20	19	1,789	1,495	1,324	1,141	189	124	1,660	3	25	3	25	95	95	190	95	190			
Lynn,	14,257	4,148,989 40	35	3,353	3,353	2,181	2,181	290	180	3,059	9	37	9	37	197	197	594	197	594			
Lynnfield,	1,723	345,356 00	3	164	189	113	150	6	34	196	—	3	3	3	16.18	9.18	26.16	9.18	26.16			
Manchester,	1,638	499,507 50	8	344	346	272	280	28	40	392	1	7	1	7	51.15	28.10	80.05	28.10	80.05			
Marblehead,	6,167	2,033,990 60	16	1,202	1,145	1,001	914	57	72	1,605	3	17	4	16	84	88	172	88	172			
Methuen,	2,543	1,059,148 45	11	413	424	319	324	31	46	485	1	10	7	4	46.10	35.10	82	35.10	82			
Middleton,	832	310,417 00	3	160	199	131	152	26	24	181	—	3	3	3	10.16	9.07	20.03	9.07	20.03			
Newbury,	4,426	663,155 30	6	230	240	173	172	16	25	269	1	5	4	3	24	21.15	45.15	21.15	45.15			
Newburyport,	9,572	5,390,069 55	29	1,704	1,699	1,463	1,475	—	102	2,744	9	28	8	29	174	174	348	174	348			

Rockport, .	3,255	672,410	07	7	644	580	548	540	31	147	756	1	9	7	2	51	34.10	85.10
Rowley, .	1,075	456,089	37	7	225	161	176	133	25	35	179	-	7	7	2	29	12.12	41.12
Salem, .	20,263	13,654,738	70	40	3,007	2,998	2,740	2,738	162	78	4,150	9	57	8	58	230	230	460
Salisbury, .	3,100	1,023,861	83	13	640	236	483	171	47	38	695	3	10	4	2	81.04	25.18	107.02
Saugus, .	1,552	491,917	50	7	374	374	255	255	38	10	375	1	5	3	4	31.17	31.17	63.14
Swampscott, .	-	-		4	231	239	175	192	18	18	226	1	3	1	3	22.10	22.10	45
Topsfield, .	1,171	463,981	30	5	214	217	152	173	32	38	238	-	5	4	1	19	14.18	33.18
Wenham, .	977	354,409	00	5	191	223	152	179	29	31	214	-	5	3	2	23.06	16.12	39.18
West Newbury, .	1,746	578,671	10	8	242	407	187	307	26	68	408	-	6	5	3	19.05	33.15	53
Nahant,* .	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, .	131,307	56,556,466	89	411	24,564	24,800	18,575	19,220	1,930	2,108	28,394	65	406	186	293	5.02	4.10	9.12

\* Newly incorporated. Returns included in Lynn.

## ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month including the value of board.	Average wages of Female Teachers per month including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amesbury,	\$25 53	\$13 65	\$2,000 00	—	\$56,800 00	—	—	—	—	—	—	9	\$1,118 75	\$120 37	Schools.
Andover,	33 97	16 79	4,500 00	—	3,408 00	—	—	2	280	\$532 00	6	135	1,350 00	355 11	"
Beverly,	38 67	13 80	4,000 00	—	—	—	—	1	30	720 00	9	136	1,011 00	262 77	"
Boxford,	32 61	15 44	900 00	—	2,185 00	122 26	\$51 40	1	135	2,200 00	—	—	—	49 40	"
Bradford,	37 50	12 67	735 00	—	—	—	—	—	—	—	—	—	—	85 00	"
Danvers,	47 50	16 08	7,255 50	—	2,000 00	200 00	600 00	—	—	—	1	30	250 00	434 54	"
Essex,	33 94	14 09	1,300 00	—	—	—	—	—	—	—	7	60	700 00	70 00	"
Georgetown,	32 00	18 47	1,200 00	—	—	—	—	—	—	—	3	50	400 00	97 23	"
Gloucester,	42 85	15 29	7,400 00	—	—	—	27 07	—	—	—	4	93	1,085 00	361 78	"
Groveland,	31 00	13 25	725 00	—	—	—	—	1	35	200 00	—	—	—	71 87	"
Hamilton,	31 00	13 00	600 00	—	—	—	—	—	—	—	—	—	—	36 71	"
Haverhill,	34 68	15 34	5,000 00	—	—	—	—	—	—	—	1	18	67 50	279 24	"
Ipswich,	30 22	11 09	2,300 00	—	6,500 00	370 00	521 17	—	—	—	2	102	1,300 00	159 31	School appar.
Lawrence,	69 44	19 08	11,900 00	—	—	—	—	—	—	—	2	225	800 00	367 35	Schools.
Lynn,	57 28	19 22	18,000 00	—	—	—	—	—	—	—	5	100	—	675 29	"
Lynnfield,	33 66	17 66	600 00	—	—	—	—	—	—	—	—	—	20 00	46 28	"
Manchester,	43 18	16 07	1,600 00	—	—	—	—	—	—	—	—	—	400 00	87 89	"
Marblehead,	52 80	15 30	5,500 00	—	—	—	—	1	—	—	9	200	1,200 00	352 22	"
Methuen,	32 84	14 54	1,800 00	—	—	—	—	—	—	—	3	50	860 00	109 02	Apparatus & Town Treas.
Middleton,	35 67	14 00	500 00	—	—	—	—	—	—	—	—	—	—	42 05	Schools.
Newbury,	29 25	13 00	1,000 00	—	—	—	—	1	29	175 00	—	—	—	52 73	"
Newburyport,	45 60	13 92	10,000 00	—	15,000 00	750 00	—	1	85	—	17	412	3,645 00	575 38	"



Rockport,	34 15	19 00	2,500 00	-	-	-	-	-	-	2	70	480 00	161 31	Schools.
Rowley, .	34 00	15 45	700 00	-	-	-	-	-	-	1	20	35 00	45 84	"
Salem, .	76 75	17 62	19,237 48	-	-	-	-	-	-	36	765	11,450 00	899 34	"
Salisbury,	30 48	14 52	2,000 00	-	-	-	-	-	-	5	125	300 00	152 41	"
Saugus, .	30 50	17 25	1,300 00	80 00	-	-	-	-	-	1	20	-	82 10	Town Treas.
Swampscott,	53 33	18 37	1,400 00	-	-	-	-	-	-	1	27	1,000 00	-	
Topsfield,	30 75	11 67	700 00	-	-	-	-	-	-	1	63	720 00	56 52	Schools.
Wenham,	34 00	14 50	700 00	-	-	-	-	-	-	1	35	350 00	49 84	"
West Newbury,	30 87	14 57	1,150 00	46 25	-	-	-	-	-	1	-	32 00	90 56	"
Nahant,*	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, .	38 90	15 31	118,502 98	126 25	82,485 00	4,850 26	1,199 64	8	594	128	3018	28,599 25	6,229 55	

\* Newly incorporated. Returns included in Lynn.

## MIDDLESEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days, Mos. Days, Mos. Days.	Winter. Mos. Days, Mos. Days, Mos. Days.	Total.		
													Males.	Females.				Males.	Females.
Acton, .	1,605	\$541,225 00	9	326	414	250	348	38	67	340	—	7	5	—	4	25.09	29.14	55.03	
Ashby, .	1,218	580,860 00	9	253	312	205	246	20	64	265	—	9	3	—	6	25.15	24.15	50.10	
Ashland, .	1,304	407,121 00	8	262	310	225	257	33	33	315	—	8	4	—	5	23.08	23	46.08	
Bedford, .	975	350,999 00	6	220	224	178	182	25	33	199	2	5	2	—	5	24.05	22.05	46.10	
BillERICA, .	1,646	870,595 00	11	381	380	295	299	64	56	376	—	11	5	—	6	39.17	32.05	72.02	
Boxborough, .	396	239,712 00	4	89	104	74	95	15	20	76	—	4	3	—	1	11.16	9.08	21.04	
Brighton, .	2,356	1,634,725 00	9	566	533	401	407	75	40	455	3	7	3	—	7	49.10	49.10	99	
Burlington, .	547	287,868 00	5	86	95	50	60	7	22	100	—	4	2	—	—	8.06	7	15.06	
Cambridge, .	15,215	10,608,787 70	38	3,654	3,576	2,627	2,655	—	271	3,495	10	48	10	—	49	196.14	228	424.14	
Carlisle, .	719	323,524 00	5	115	138	89	117	14	26	128	—	5	5	—	—	19.09	15.06	34.15	
Charlestown, .	17,216	8,624,690 00	37	3,453	3,298	2,615	2,527	329	136	3,344	10	51	10	—	51	222	222	444	
Chelmsford, .	2,098	958,369 00	12	431	528	334	417	41	104	458	—	12	9	—	3	41.02	43.10	84.12	
Concord, .	2,249	1,262,803 20	11	406	425	294	308	43	90	344	1	11	5	—	7	64	44.19	108.19	
Dracut, .	3,503	700,182 00	11	364	428	271	317	69	92	359	—	11	10	—	1	39	29.18	68.18	
Dunstable, .	590	361,061 00	5	104	138	80	124	11	42	108	—	5	4	—	1	13.06	12	25.06	
Frammingham, .	4,235	1,910,613 00	16	715	791	543	654	48	102	805	3	14	6	—	11	56.05	59	115.05	
Groton, .	2,515	1,451,025 00	17	486	583	356	436	81	86	596	—	17	8	—	9	62.15	56	118.15	
Holliston, .	2,428	821,596 00	13	534	608	454	489	79	84	564	—	14	9	—	4	47.19	40.11	88.10	
Hopkinton, .	2,801	887,091 50	12	511	630	373	484	20	62	653	2	9	9	—	4	42.10	43.05	85.15	
Lexington, .	1,894	1,170,428 00	8	386	346	280	285	—	22	388	2	6	5	—	4	42	33.13	75.13	
Lincoln, .	632	482,822 00	4	68	136	49	112	6	37	121	—	2	2	—	2	8.15	16.02	24.17	
Littleton, .	991	471,879 00	7	175	217	138	184	16	52	189	—	7	6	—	1	25.12	20.15	46.07	

	33,385	\$16,866,919	10	61	7,391	7,081	4,414	4,346	1,242	569	5,705	21	83	21	83	305	312	617
Lowell, . . .	3,520	1,731,662	40	10	736	708	502	506	7	18	745	3	8	4	7	71.15	31.15	103.10
Malden, . . .	2,941	1,172,267	00	14	545	675	458	529	59	105	712	1	13	9	5	38.10	47.05	85.15
Marlborough, . . .	3,749	2,409,333	00	11	711	670	560	532	52	44	794	4	11	4	11	60.10	60.10	121
Medford, . . .	1,260	505,098	00	4	238	261	201	207	36	8	299	1	3	1	4	19.05	23.05	42.10
Melrose, . . .	2,744	916,210	00	13	522	645	418	500	43	91	570	1	10	6	7	27.11	40.05	67.16
Natick, . . .	5,258	3,157,340	00	18	881	1,013	691	812	28	68	1,072	5	12	7	13	80	95	175
Newton, . . .	1,754	740,823	80	9	317	341	249	279	18	42	276	—	9	7	2	27.06	23.04	50.10
Pepperell, . . .	2,108	1,071,042	00	13	672	668	475	531	64	62	617	—	17	6	9	66.10	45	111.10
Reading, . . .	1,043	516,983	00	7	206	272	174	225	26	29	217	—	7	5	2	22.02	19.06	41.08
Sherborn, . . .	1,158	563,910	00	8	207	268	178	215	24	44	226	—	7	6	2	21	24.06	45.06
Shirley, . . .	3,540	2,102,631	00	13	899	862	583	600	71	85	761	4	14	5	13	66	69	135
Somerville, . . .	2,407	755,019	00	9	537	472	393	402	49	74	447	1	8	1	8	58.05	28.13	86.18
South Reading, . . .	2,085	481,882	00	10	469	63	317	47	81	41	388	—	9	1	1	50	3.05	53.65
Stoneham, . . .	1,455	623,390	00	7	356	331	244	236	15	67	278	1	6	2	5	26.15	23.05	50
Stowe, . . .	1,578	915,867	00	5	276	399	213	316	26	83	330	—	5	5	—	18.17	14.18	33.15
Stbury, . . .	1,042	616,308	00	7	210	222	147	164	32	34	225	—	7	1	6	32.11	27	59.11
Tewksbury, . . .	1,947	855,970	00	13	425	550	347	455	64	113	428	—	13	6	7	36.16	35.11	72.07
Townsend, . . .	799	492,830	00	7	167	191	128	139	5	19	191	—	7	2	5	24	22.10	46.10
Tyngsborough, . . .	4,464	778,446	50	16	816	853	628	650	28	85	876	3	16	5	14	89	84.04	173.04
Waltham, . . .	2,837	2,351,583	20	8	622	579	439	427	75	20	559	3	6	3	7	38	43	81
Watertown, . . .	1,115	479,084	00	6	241	250	196	182	19	27	214	—	7	4	3	17	18.02	35.02
Wayland, . . .	2,202	1,671,644	10	7	353	370	280	288	8	41	360	3	4	3	7	39.08	39.08	78.16
W. Cambridge, . . .	1,473	814,078	00	11	287	392	216	298	55	72	307	—	10	8	3	35.03	29.14	64.17
Westford, . . .	1,205	708,876	00	6	200	236	153	183	20	28	225	—	6	6	—	24.01	20.08	44.09
Weston, . . .	876	399,643	00	5	146	165	113	132	21	41	159	—	5	5	—	17.11	12.06	29.17
Wilmington, . . .	1,353	649,346	00	8	312	286	241	223	27	34	253	2	6	2	6	39	39	78
Worcester, . . .	3,954	1,962,577	00	13	901	787	570	613	84	68	840	2	13	3	13	78.10	36.05	114.15
Woburn, . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
N. Reading, . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total, . . .	161,385	83,264,719	50	576	33,928	33,824	23,709	25,040	3,313	3,562	31,752	88	589	263	423	4.07	4.01	8.08

\* Newly Incorporated. Returns included in Reading.

## MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private schools.	Average No. of Scholars	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Acton, .	\$34 10	\$13 54	\$1,100 00	-	-	-	-	-	-	-	1	33	\$107 00	\$77 21	Schools.
Ashby, .	22 66	14 45	900 00	-	-	-	-	-	-	-	2	40	28 00	58 96	"
Ashland, .	36 65	15 81	1,100 00	-	-	-	-	-	-	-	1	50	130 00	66 53	"
Bedford, .	35 00	15 40	885 00	-	-	-	\$92 63	-	-	-	1	20	50 00	37 16	"
Billerica, .	29 46	14 73	1,500 00	-	-	-	-	1	44	\$176 00	1	20	20 00	78 54	"
Boxborough, .	30 00	14 00	400 00	\$15 00	-	-	-	-	-	-	1	30	-	16 02	"
Brighton, .	61 35	16 95	3,500 00	-	-	-	58 93	-	-	-	1	150	220 00	99 01	"
Burlington, .	35 00	13 00	300 00	-	-	-	-	1	20	1,000 00	9	150	3,500 00	21 36	City Treas.
Cambridge, .	88 44	23 40	24,253 15	-	-	-	-	1	175	3,600 00	6	138	-	26 48	Schools.
Carlisle, .	26 86	12 02	600 00	-	\$500 00	\$30 00	-	-	-	-	4	107	2,060 00	712 00	"
Charlestown, .	80 00	21 00	23,550 00	-	5,600 00	336 00	-	-	-	-	2	35	105 00	105 02	"
Chelmsford, .	30 11	16 13	2,000 00	33 00	-	-	-	-	-	-	2	35	744 00	-	Not rec'd.
Concord, .	41 80	17 12	2,900 00	-	1,578 45	95 94	-	-	-	-	1	78	-	79 88	Schools.
Dracut, .	26 07	11 25	1,200 00	10 00	-	-	-	-	-	-	2	78	-	21 58	"
Dunstable, .	27 79	14 17	450 00	47 00	-	-	-	-	-	-	2	78	674 00	178 89	"
Framingham, .	47 98	22 70	3,850 00	-	3,500 00	210 00	-	1	140	2,060 88	-	-	-	127 05	"
Groton, .	28 18	12 93	2,000 00	-	620 00	37 20	-	1	60	1,100 00	-	-	-	108 80	"
Holliston, .	35 85	15 09	2,000 00	-	-	-	-	-	-	-	2	53	100 00	123 26	"
Hopkinton, .	35 00	17 00	2,575 00	-	4,000 00	240 00	-	-	-	-	2	53	1,165 00	77 87	"
Lexington, .	45 98	20 39	2,500 00	-	-	-	-	-	-	-	-	-	-	26 03	"
Lincoln, .	43 70	14 70	670 00	16 50	1,204 00	52 72	-	-	-	-	6	12	160 00	38 27	"
Littleton, .	33 83	15 25	1,050 00	-	-	-	-	-	-	-	-	-	-	-	

	71 86	20 35	44,415 82	-	-	-	-	-	-	-	-	6	-	-	-	1,208 62	Schools.
Lowell, .	53 33	21 08	4,000 00	300 00	-	-	-	-	-	-	-	-	-	-	-	-	"
Malden, .	41 23	16 06	2,150 00	-	-	-	-	-	-	-	-	5	100	2,163 00	152 63	145 29	Town Treas.
Marlborough, .	56 66	17 11	4,800 00	-	-	-	-	-	-	-	-	2	22	600 00	70 76	152 63	Schools.
Medford, .	45 45	17 30	1,153 94	-	-	-	-	-	-	-	-	3	45	60 00	128 38	70 76	"
Melrose, .	40 24	15 32	2,600 00	-	-	-	-	-	-	-	-	10	191	4,669 00	236 07	128 38	"
Natick, .	58 41	18 76	6,000 00	-	-	-	-	-	-	-	-	2	52	494 00	90 34	236 07	"
Newton, .	30 03	14 34	1,000 00	80 00	-	-	-	-	-	-	1	46	552 00	50 00	90 34	494 00	"
Pepperell, .	35 83	18 58	2,500 00	-	-	-	-	-	-	-	-	1	25	-	121 48	50 00	"
Reading, .	32 81	15 52	925 00	-	-	-	-	-	-	-	-	-	-	-	-	-	Not received.
Sherborn, .	34 76	15 00	900 00	105 00	-	-	-	-	-	-	-	1	40	120 00	51 62	120 00	Schools.
Somerville, .	70 00	23 50	6,880 00	-	-	-	-	-	-	-	-	2	40	250 00	155 75	120 00	Town Treas.
South Reading, .	55 42	18 18	2,400 00	-	-	-	-	-	-	-	-	-	-	-	-	-	Apparatus.
Stoneham, .	50 00	17 00	1,000 00	75 00	-	-	-	-	-	-	-	-	-	-	-	-	Schools.
Stowe, .	41 54	17 71	1,000 00	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Sudbury, .	34 84	14 20	780 00	-	-	-	-	-	-	-	-	1	20	92 25	62 97	92 25	"
Tewksbury, .	28 00	17 76	1,000 00	23 80	-	-	-	-	-	-	-	-	-	-	-	-	"
Townsend, .	26 33	15 86	1,200 00	80 75	-	-	-	-	-	-	-	2	55	550 00	95 01	48 95	Town d. bts.
Tyngsborough, .	24 89	14 23	800 00	-	-	-	-	-	-	-	1	25	250 00	40 72	550 00	95 01	Schools.
Waltham, .	54 10	18 61	5,600 00	-	-	-	-	-	-	-	-	4	70	1,500 00	161 76	250 00	\$50 for text books, and balance to Town Treas.
Watertown, .	49 27	22 47	3,400 00	-	-	-	-	-	-	-	-	2	32	90 00	120 37	1,500 00	Schools.
Wayland, .	32 25	17 42	900 00	-	-	-	-	-	-	-	-	-	-	-	-	-	"
W. Cambridge, .	50 00	16 00	2,440 00	-	-	-	-	-	-	-	-	2	38	1,000 00	86 55	90 00	"
Westford, .	29 88	12 83	1,200 00	-	-	-	-	-	-	-	1	44	400 00	35 00	76 32	1,000 00	"
Weston, .	35 00	14 83	1,100 00	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Wilmington, .	30 20	14 17	625 00	14 00	-	-	-	-	-	-	-	2	52	102 00	26 03	102 00	"
Winchester, .	55 00	18 66	2,500 00	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Woburn, .	61 45	20 99	3,790 91	-	-	-	-	-	-	-	1	30	420 00	200 00	48 06	200 00	"
N. Reading, *	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Total, .	42 09	16 77	186,343	82 800 05	42,132 00	2,407 41	202 29	9	609	10308 88	88	1648	21,288 25	6,480 09	-	-	

\* Newly Incorporated. Returns included in Reading.



## WORCESTER COUNTY.

TOWNS.	Population—U. States (Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	Males.	Females.				Males.	Females.					
Asburnham, .	1,875	\$681,420 00	14	393	504	333	425	42	82	427	—	14	7	7	32.17	37.14	70.11
Athol, .	2,033	639,384 00	15	419	549	343	478	49	105	434	—	13	7	9	33.11	43	76.11
Auburn, .	879	399,896 00	6	162	182	96	144	20	28	188	—	5	5	1	15.09	13.18	29.07
Barre, .	2,976	1,430,964 00	19	499	698	415	584	67	117	596	—	18	10	10	56.14	59	115.14
Berlin, .	866	276,330 00	5	169	196	116	156	15	18	165	—	5	4	1	14.09	15	29.09
Blackstone, .	4,391	1,705,166 00	14	715	687	617	607	101	52	905	3	11	6	10	51	57.03	108.03
Bolton, .	1,263	525,254 00	9	227	316	188	272	19	91	255	1	8	7	2	32.16	31.16	64.12
Boylston, .	918	450,982 60	6	172	214	141	176	21	36	219	—	6	4	2	19	17.06	36.06
Brookfield, .	1,673	632,064 00	11	340	436	287	347	62	88	326	—	10	6	5	30	33	63
Charlton, .	2,015	942,701 00	13	381	489	305	374	37	69	390	—	13	9	4	36.03	37	73.03
Clinton, .	3,113	909,148 00	7	480	437	264	290	47	63	526	2	5	3	6	38.10	38.10	77
Dana, .	842	211,123 00	6	154	200	108	156	14	38	178	—	6	4	2	19	18.15	37.15
Douglas, .	1,878	678,709 00	10	391	427	285	323	64	42	414	—	11	7	4	34.12	31.11	66.03
Dudley, .	1,446	651,391 00	7	264	309	189	245	38	43	309	—	7	6	1	26.16	25.16	52.12
Fitchburg, .	5,120	2,039,864 60	22	992	1,038	770	837	105	186	1,041	2	21	10	13	98	67.16	165.16
Gardner, .	1,533	558,389 60	8	353	458	276	391	20	89	390	—	8	6	5	20.12	26.07	46.19
Grafton, .	3,925	1,356,063 00	18	743	801	590	612	78	146	854	1	17	9	8	62.06	58.05	120.11
Hardwick, .	1,631	829,396 00	12	296	390	250	340	18	80	280	—	12	7	5	34.06	36.05	70.11
Harvard, .	1,630	741,352 00	10	282	326	234	273	27	84	326	—	10	7	3	27.05	30.12	57.17
Holden, .	1,933	787,834 50	13	412	486	327	391	45	82	448	—	12	6	7	33.14	35.08	69.02
Hubbardston, .	1,825	643,503 00	15	427	531	341	445	36	129	454	—	15	8	7	41	34.11	75.11
Lancaster, .	1,688	674,224 00	11	327	367	249	304	37	59	356	—	11	9	2	44.08	33.06	77.14
Leicester, .	2,269	1,219,330 00	13	416	486	336	360	43	26	529	—	13	15	7	37.09	31.12	69.01
Leominster, .	3,121	1,244,051 10	15	648	770	515	609	51	170	605	1	15	6	8	47.16	45.10	93.00

Lunenburg,	1,249	636,547	00	9	226	296	182	239	10	79	276	—	9	372	335	3,04	3	25,16	49,13
Mendon, .	1,301	638,839	60	8	215	290	163	208	40	63	288	—	7	6	2	21,11	24	16	46,07
Milford, .	4,819	1,144,721	00	15	1,132	928	685	678	95	160	925	3	16	9	10	70,11	41,07	111,18	
Millbury,	3,081	985,030	00	10	530	525	395	394	51	110	550	1	10	3	7	42,12	33,06	80,18	
New Braintree,	852	554,624	00	8	178	240	143	199	27	36	166	—	6	3	3	23,08	21,19	45,07	
Northborough, .	1,535	625,596	00	7	234	318	178	255	13	69	308	—	6	5	2	19	24	43	
Northbridge, .	2,929	627,979	70	8	340	423	274	348	61	51	405	1	8	5	5	27,12	31,06	58,18	
N. Brookfield, .	1,939	651,332	00	11	372	493	306	389	30	77	446	—	11	7	5	31,08	30,05	61,13	
Oakham, .	1,137	413,351	00	8	254	315	208	264	44	33	238	—	8	7	1	21,05	20,17	42,02	
Oxford, .	2,380	955,645	00	11	450	494	320	368	40	50	563	1	10	8	3	44,16	41,05	86,01	
Paxton, .	820	298,714	00	6	142	198	117	169	20	72	166	—	5	4	2	16,05	16,03	30,08	
Petersham, .	1,527	792,077	00	14	342	354	266	304	18	77	332	—	14	6	6	40	34,05	74,05	
Phillipston, .	809	383,141	00	7	180	229	145	190	24	55	175	—	7	4	3	17,05	18,06	35,11	
Princeton, .	1,318	631,911	00	10	296	358	242	300	44	73	313	—	10	8	2	29,10	24,10	54	
Royalston, .	1,546	751,008	00	13	327	407	280	360	51	79	324	—	13	7	6	30,05	35,02	65,07	
Rutland, .	1,223	513,447	00	11	292	337	231	265	29	55	279	—	10	4	7	23	28	51	
Shrewsbury, .	1,598	788,836	00	7	279	348	234	288	7	87	267	—	7	6	3	20,05	26,17	47,02	
Southborough, .	1,347	598,407	00	7	232	315	171	244	22	47	314	—	7	7	—	20,02	18,10	38,12	
Southbridge, .	2,824	1,131,673	00	11	514	589	403	485	23	92	618	—	11	6	7	32	34,17	66,17	
Spencer, .	2,243	828,611	00	12	475	519	375	394	76	61	502	—	12	6	6	35	34,09	69,09	
Sterling, .	1,800	801,310	00	12	373	474	292	411	36	74	412	—	12	9	3	30,11	33	63,11	
Sturbridge, .	2,119	846,330	00	15	392	496	335	377	32	43	540	—	13	7	8	40,01	44,14	84,15	
Sutton, .	2,595	977,822	00	13	398	486	309	373	62	86	471	—	13	7	6	39,03	43	82,03	
Templeton, .	2,173	877,725	00	11	377	528	313	443	36	106	447	—	9	5	7	28,06	30,18	59,04	
Upton, .	2,023	601,308	00	13	361	469	309	397	61	73	443	—	13	5	9	29,03	33,01	62,04	
Uxbridge, .	2,457	1,129,366	50	13	478	472	334	331	63	53	565	—	12	4	8	39,11	38	77,11	
Warren, .	1,776	680,931	00	9	339	430	276	314	26	16	534	—	10	5	7	34,16	38	72,16	
Webster, .	2,371	801,934	00	10	458	526	373	431	65	90	480	—	11	4	9	45,10	43,07	88,17	
Westborough, .	2,376	768,499	50	10	301	353	234	276	40	52	280	—	8	4	4	23,08	19,13	54,05	
W. Boylston, .	1,749	531,117	00	8	270	297	208	248	22	54	308	—	8	5	3	21	21,03	42,03	
W. Brookfield, .	1,344	528,764	00	7	270	297	208	248	22	54	308	—	8	5	3	21	21,03	42,03	
Westminster, .	1,916	732,784	00	13	367	424	292	344	59	76	439	—	13	7	6	38,19	37,11	76,10	
Winchendon, .	2,445	918,365	00	11	393	424	329	329	29	94	471	—	11	8	3	36,05	30,09	66,14	
Worcester,	17,059	11,085,506	70	35	3,080	3,133	1,745	2,055	333	378	3,215	3	54	11	47	182,10	171,10	354	
Total, .	130,817	55,407,794	00	654	24,539	28,138	18,486	22,098	2,680	4,552	26,984	21	647	372	335	3,04	3	6,04	

## WORCESTER COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashburnham,	\$30 61	\$17 66	\$1,500 00	—	—	—	—	—	3	\$265 00	3	100	\$265 00	\$94 56	Schools.
Athol,	32 02	14 03	1,500 00	\$20 00	—	—	—	—	1	227 50	1	65	227 50	93 45	"
Auburn,	28 48	12 29	600 00	40 00	—	—	—	—	1	—	1	—	—	44 72	"
Barre,	28 20	15 34	2,300 00	111 59	—	—	—	—	1	—	1	—	—	132 61	"
Berlin,	27 62	13 00	500 00	—	—	—	—	—	1	500 00	1	40	500 00	42 05	"
Blackstone,	31 00	14 25	2,000 00	225 00	—	—	—	—	1	100 00	1	12	100 00	193 80	"
Bolton,	34 06	15 00	1,208 06	—	\$12,000 00	720 00	\$280 00	66 97	—	—	—	—	—	66 97	Not returned.
Boylston,	27 09	13 10	600 00	47 00	—	—	—	—	2	186 33	2	70	186 33	47 17	Schools.
Brookfield,	24 30	15 17	1,300 00	—	—	—	—	—	3	240 00	3	80	240 00	74 09	"
Charlton,	25 76	13 34	1,200 00	42 00	—	—	—	—	1	150 00	1	45	150 00	84 10	"
Clinton,	49 46	22 29	2,400 00	—	—	—	—	—	1	90 00	1	20	90 00	110 14	Town expens's
Dana,	21 91	11 41	440 00	122 84	—	—	—	—	1	36 00	1	6	36 00	44 06	Schools.
Douglas,	28 00	15 12	1,500 00	—	550 00	33 00	138 00	—	—	—	—	—	—	80 99	"
Dudley,	25 72	14 04	900 00	70 00	2,000 00	120 00	—	1	30	\$40 00	1	28	250 00	68 31	"
Fitchburg,	43 44	17 49	4,600 00	—	—	—	—	—	2	—	2	60	254 60	229 84	"
Gardner,	33 75	14 70	1,000 00	—	—	—	—	—	1	—	1	—	—	86 77	"
Grafton,	34 22	17 48	2,800 00	10 00	—	—	60 00	—	3	551 75	3	45	33 00	190 90	"
Hardwick,	23 87	13 45	1,300 00	—	200 00	12 00	—	1	36	—	1	25	100 00	64 53	Town Treas.
Harvard,	30 48	14 09	1,200 00	—	—	—	36 00	—	1	—	1	—	—	74 31	Schools.
Holden,	30 59	14 71	1,200 00	—	3,666 66	202 00	—	—	1	—	1	45	135 00	102 35	"
Hubbardston,	30 32	11 15	1,200 00	—	1,200 00	72 00	—	5	214	—	5	214	383 00	95 68	"
Lancaster,	31 58	14 23	1,600 00	—	—	—	—	1	30	450 00	1	5	1,111 00	70 76	"
Leicester,	26 20	15 33	1,160 00	—	1,000 00	60 00	—	1	90	1,396 60	1	—	—	102 35	"
Leominster,	40 53	16 27	2,150 00	59 50	100 00	6 00	—	1	—	—	6	37	166 00	138 84	"

[illegible]



## HAMPSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Sum'r.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Anherst, . . . . .	3,052	\$1,187,267 00	14	592	753	476	604	60	72	650	3	12	4	14	49.06	49.09	98.15
Belchertown, . . . . .	2,680	830,356 00	19	480	634	360	478	45	103	617	—	18	12	7	52	54	106
Chesterfield, . . . . .	1,014	384,115 00	10	190	234	154	196	20	40	258	—	9	4	6	35.06	30.11	65.17
Cummington, . . . . .	1,172	375,196 00	10	220	363	158	237	25	48	278	—	10	7	3	34.19	32.16	67.15
Eastampton, . . . . .	1,342	434,564 00	6	185	190	142	152	13	16	236	—	7	3	4	21.11	20.16	42.07
Enfield, . . . . .	1,036	459,684 00	8	194	237	162	201	21	23	220	—	8	6	2	23	22.10	45.10
Goshen, . . . . .	512	178,995 00	5	118	101	93	73	22	15	114	—	5	2	3	17.12	11.09	29.61
Granby, . . . . .	1,095	395,537 00	9	185	241	152	204	17	28	216	—	8	3	6	30.10	30.10	61
Greenwich, . . . . .	838	228,570 00	7	139	217	119	146	9	40	180	—	7	5	2	19.05	17.10	36.15
Hadley, . . . . .	1,986	904,424 00	14	317	432	263	355	37	66	424	—	10	5	9	34.06	47.08	81.14
Hatfield, . . . . .	1,073	706,290 00	6	185	255	149	215	27	57	204	—	6	2	6	27.14	27.12	55.03
Middlefield, . . . . .	737	299,904 00	11	170	171	121	137	20	29	179	—	11	6	4	34	30	64
Northampton, . . . . .	5,278	2,304,144 00	25	1,034	1,009	714	742	71	157	1,129	1	31	4	25	125.17	167.62	232.19
Norwich, . . . . .	756	241,678 00	10	212	271	185	215	21	46	164	—	13	3	7	37.03	27	64.03
Pelham, . . . . .	983	214,606 00	8	201	292	186	221	20	49	233	—	8	6	2	18.15	18.11	37.06
Plainfield, . . . . .	814	286,006 00	9	148	154	111	127	8	27	149	1	8	5	2	27	20.10	47.10
Prescott, . . . . .	737	253,561 00	5	136	163	111	126	17	31	161	—	5	4	1	14.10	14	28.10
South Hadley, . . . . .	2,491	663,482 00	10	374	421	269	312	21	62	426	—	10	4	7	43.10	33	76.10
Southampton, . . . . .	1,060	377,282 00	8	229	230	130	171	13	22	244	—	6	2	6	27.12	26.18	54.10
Ware, . . . . .	3,785	1,108,228 00	17	593	658	564	565	127	151	592	3	14	8	9	66.11	50	116.11
Westampton, . . . . .	602	215,719 00	8	129	144	99	113	24	9	140	1	8	4	3	32	21.18	53.18
Williamsburg, . . . . .	1,537	647,359 00	11	303	330	239	267	9	27	335	—	11	1	9	45.10	30.10	76
Worthington, . . . . .	1,134	443,273 00	12	273	315	196	248	24	60	274	—	13	10	1	54.03	32.13	86.16
Total, . . . . .	35,714	13,331,240 00	242	6,607	7,755	5,153	6,105	671	1,178	7,423	9	238	110	138	3.12	3.03	6.15



## HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amherst, .	\$47 47	\$19 21	\$2,100 00	-	\$600 00	\$36 00	-	1	40	\$750 00	8	160	\$2,300 00	\$145 74	Schools.
Belchertown, .	22 27	13 40	1,600 00	\$175 00	-	-	-	-	-	-	1	35	130 00	132 39	"
Cherterfield, .	21 00	13 80	500 00	405 20	607 00	36 42	-	-	-	-	-	-	-	53 18	"
Cumington, .	22 50	13 36	700 00	396 00	-	-	\$150 00	-	-	-	-	-	-	64 30	"
Easthampton, .	18 77	14 85	700 00	193 00	-	-	-	1	186	3,635 33	3	65	570 00	51 17	Town expens's
Enfield, .	21 45	13 69	700 00	-	-	-	-	-	-	-	5	120	200 00	40 05	Schools.
Goshen, .	21 14	14 18	300 00	176 00	-	-	-	-	-	-	1	28	70 00	21 81	"
Granby, .	26 00	13 00	850 00	-	-	-	-	-	-	-	1	36	250 00	53 84	"
Greenwich, .	25 11	12 68	600 00	60 00	-	-	-	-	-	-	1	45	135 00	30 71	"
Hadley, .	29 33	14 63	1,500 00	-	15,000 00	530 25	-	1	51	613 00	2	60	180 00	94 34	"
Hatfield, .	29 00	15 00	1,000 00	24 00	-	-	-	-	-	-	1	18	130 00	50 06	"
Middlefield, .	21 31	14 02	500 00	492 00	-	-	90 00	-	-	-	1	37	-	31 37	"
Northampton, .	57 09	15 29	5,000 00	42 00	3,106 00	194 03	-	-	-	-	4	66	2,020 00	246 53	"
Norwich, .	25 33	10 89	400 00	373 50	-	-	-	-	-	-	1	25	-	42 72	"
Pelham, .	19 00	9 68	416 00	130 50	-	-	-	-	-	-	2	25	25 00	38 27	"
Plainfield, .	22 36	9 15	600 00	255 00	-	-	-	-	-	-	1	-	-	36 05	"
Prescott, .	23 93	12 48	350 00	137 50	-	-	-	-	-	-	1	-	-	36 71	"
South Hadley, .	28 83	14 58	1,500 00	64 00	-	-	-	1	275	16500 00	1	25	225 00	91 00	"
Southampton, .	21 13	13 60	555 00	-	-	-	155 00	1	32	200 00	3	120	105 00	52 29	"
Ware, .	30 60	15 95	2,600 00	-	-	-	-	1	-	-	1	16	105 00	174 66	"
Westhampton, .	17 09	10 25	450 00	246 00	-	-	-	-	-	-	1	50	80 00	30 26	"
Williamsburg, .	15 00	14 55	1,000 00	285 00	-	-	-	-	-	-	1	50	168 00	69 64	"
Worthington, .	22 53	12 94	500 00	572 97	1,848 67	110 92	146 98	-	-	-	3	75	170 00	65 64	"
Total, .	25 14	13 53	24,421 00	4027 67	21,161 67	907 62	541 98	5	584	21698 33	37	944	6,758 00	1,652 73	

## HAMPDEN COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Blandford,	1,418	\$516,896 00	16	290	399	220	270	26	49	342	—	13	6	10	48.05	54.11	102.16
Brimfield,	1,421	672,008 00	11	219	318	174	247	32	59	272	—	10	6	5	33.16	32.06	66.02
Chester, .	1,521	423,265 00	17	292	394	231	295	25	57	314	—	13	7	9	41.08	55.13	97.01
Chicopee,	8,291	3,442,597 00	23	1,454	1,554	945	1,113	90	126	1,488	4	28	7	26	113.12	115.12	229.04
Granville,	1,305	384,110 00	11	244	290	183	210	33	30	325	—	11	6	5	48.14	32.06	81
Holland, .	449	141,897 00	4	78	93	64	69	5	11	76	—	4	3	1	11.06	12.10	23.16
Holyoke, .	3,245	1,812,854 00	15	506	516	396	394	53	23	555	2	13	6	10	64.08	64.08	128.16
Longmeadow, .	1,252	845,966 00	10	182	256	131	210	15	29	250	—	8	5	5	33.08	40.01	73.09
Ludlow, .	1,186	459,837 00	9	179	242	139	194	24	20	240	—	8	2	7	29	27.15	56.15
Monson, .	2,831	916,185 60	16	481	615	358	481	49	80	558	—	16	12	4	62.11	58.11	121.02
Montgomery, .	393	159,691 00	5	92	87	67	63	9	6	84	—	5	4	1	19	16	35
Palmer, .	3,974	1,208,435 67	20	646	700	501	519	86	130	815	1	18	9	10	66	68.05	134.05
Russell, .	521	167,528 00	7	114	129	85	96	12	12	105	—	6	—	7	23.03	21.10	44.13
Southwick, .	1,120	525,318 00	10	287	341	217	235	13	70	242	1	9	5	5	45.05	42.15	88
Springfield, .	11,766	6,375,453 50	33	2,236	2,305	1,443	1,656	40	240	2,188	6	42	11	37	176.05	173.05	349.10
Tolland, .	594	202,555 00	8	115	136	80	97	20	20	95	—	8	2	5	33	22	55
Wales, .	711	217,938 00	6	112	165	91	126	16	24	136	—	5	3	3	11	17	28
Westfield, .	4,181	1,563,758 50	24	765	886	595	690	56	54	886	—	23	3	21	93	88.05	181.05
W. Springfield,	2,979	1,661,640 00	20	601	664	370	496	45	61	725	—	18	7	13	78	72	150.00
Wilbraham, .	2,127	923,287 50	13	385	477	274	367	38	24	438	—	15	5	9	53.05	48	101.05
Total, .	51,985	22,621,220 77	278	9,278	10,567	6,564	7,828	687	1,125	10,134	14	273	109	193	3.18	3.16	7.14

## HAMPDEN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, printed or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Blandford,	\$22 05	\$14 28	\$600 00	\$721 28	\$2,700 00	\$162 00	\$194 16	—	—	—	—	—	—	\$72 78	Schools.
Brimfield,	24 12	13 87	1,000 00	73 00	—	—	—	—	—	—	1	45	\$125 00	07 86	"
Chester,	22 31	12 45	800 00	572 50	600 00	36 00	—	—	—	—	4	140	324 00	67 64	"
Chicopee,	48 61	17 86	6,879 31	—	—	—	635 89	—	—	—	3	90	—	322 62	"
Granville,	21 34	12 34	600 00	450 00	—	—	—	—	—	—	—	—	336 00	68 98	"
Holland,	17 31	11 16	200 00	91 96	222 00	13 32	—	—	—	—	—	—	—	17 80	"
Holyoke,	27 71	13 55	2,500 00	—	—	—	—	1	28	\$100 00	1	20	45 00	116 81	"
Longmeadow,	24 29	14 19	1,370 12	—	1,131 00	67 86	—	—	—	—	2	30	700 00	—	Not received.
Ludlow,	21 83	14 44	700 00	300 00	—	—	—	—	—	—	1	12	95 00	56 29	Schools.
Monson,	24 74	12 66	1,600 00	613 67	—	—	—	1	83	1,273 90	—	—	—	118 37	"
Montgomery,	18 57	12 34	300 00	80 00	500 00	—	—	—	—	—	2	50	20 00	17 80	Not returned.
Palmer,	28 32	15 42	2,200 00	117 50	—	30 00	19 50	—	—	—	—	—	—	183 78	Schools.
Russell,	—	12 28	300 00	197 00	—	—	—	—	—	—	—	—	—	22 92	"
Southwick,	25 67	11 77	—	409 00	15,618 01	937 08	—	—	—	—	1	—	39 00	—	Not received.
Springfield,	51 12	17 88	12,000 00	—	—	—	1,369 72	—	—	—	6	120	—	475 48	Schools.
Tolland,	26 00	10 17	250 00	—	—	—	71 00	—	—	—	—	—	—	34 04	"
Wales,	21 00	11 33	400 00	20 00	—	—	—	—	—	—	1	26	19 50	33 15	"
Westfield,	23 00	16 50	3,000 00	503 02	—	—	—	1	138	1,600 00	—	—	—	200 25	"
W. Springfield,	24 14	14 56	1,500 00	1882 00	5,000 00	834 00	—	—	—	—	2	60	325 00	147 74	"
Wilbraham,	27 00	14 22	1,200 00	457 00	954 00	57 24	73 79	1	228	2,797 00	1	35	421 00	103 46	"
Total,	24 96	13 66	37,399 43	6487 93	26,725 01	2,137 50	2,364 06	4	477	5,770 90	25	628	2,449 50	2,127 77	

## FRANKLIN COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend school.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				Males.	Females.	Males.	Females.										
7	14	7	7					43.11	41	84.11							
Ashefield, .	1,394	\$525,901 00	14	297	370	236	294	29	93	344	—	14	7	7	43.11	41	84.11
Barnardston, .	937	375,366 00	6	199	257	147	202	13	48	246	—	6	3	3	23.16	19	42.16
Buckland, .	1,056	227,773 00	8	221	295	190	220	26	43	248	—	8	4	4	34.17	25.17	60.14
Charlenton, .	1,173	361,311 00	10	229	282	178	227	18	70	236	—	8	4	6	26	28	54
Coleraine, .	1,785	642,893 00	20	363	471	344	368	46	84	424	—	16	8	13	53.06	31.12	84.18
Conway, .	1,831	679,492 00	18	319	389	263	327	40	58	372	—	16	5	12	50.04	48.16	99
Deerfield, .	2,421	1,009,306 00	17	400	465	320	359	37	38	467	—	16	4	13	54.05	53	107.05
Erving, .	449	154,821 00	4	79	109	76	102	7	4	98	—	3	1	3	9.17	7.05	17.02
Gill, .	754	293,207 00	6	155	187	124	150	13	22	162	—	6	—	6	24	19	43
Greenfield, .	2,580	1,072,889 00	11	513	519	349	350	29	55	500	1	11	6	6	40	43.16	83.16
Hawley, .	881	273,212 00	11	206	284	168	244	15	62	223	—	11	5	5	31.18	31.05	63.03
Heath, .	803	263,640 00	9	185	179	150	148	20	38	206	—	9	5	2	32.10	21.01	53.11
Leverett, .	948	266,704 00	8	183	242	157	221	27	43	199	—	8	3	5	23.10	24.06	47.16
Leyden, .	716	199,268 00	5	160	178	138	151	12	44	150	—	5	4	1	18.13	15.13	34.06
Montee, .	254	60,538 00	4	69	84	48	60	6	18	60	1	3	1	3	5.10	7.10	13
Montague, .	1,518	447,222 00	14	348	404	283	346	35	45	364	1	12	6	8	41.16	40.16	82.12
New Salem, .	1,253	410,657 00	12	317	347	252	279	28	65	314	—	12	5	7	38.14	33.06	72
Northfield, .	1,772	726,681 00	14	347	423	286	347	26	42	378	—	14	1	13	46	29	75
Orange, .	1,700	686,974 00	13	363	440	297	388	43	97	363	—	13	10	3	30.13	41.15	72.08
Rowe, .	659	215,432 00	7	145	177	129	143	20	35	150	—	6	2	5	20.10	20.12	41.02
Shelburne, .	1,239	470,874 00	10	240	266	222	224	15	55	271	—	11	4	6	34	30.15	64.15

Shutesbury,	912	248,125 00	9	204	216	151	179	26	36	211	—	8	3	5	24.10	25.06	49.16
Sunderland,	792	316,442 00	7	163	238	135	204	23	45	185	—	7	5	3	23	22	45
Warwick,	1,021	454,605 00	10	189	255	156	211	19	56	208	—	9	4	6	24.03	25.17	50
Wendell,	920	389,204 00	10	106	212	83	161	22	24	178	—	5	2	6	13.01	25.09	38.10
Whately,	1,101	438,772 00	6	163	191	131	151	19	39	201	—	6	4	2	23.12	20	43.12
Total, .	30,869	11,211,309 00	263	6,163	7,490	5,013	6,056	614	1,259	6,848	3	243	106	153	3	2.15	5.15



## FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academics.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academics and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashfield, .	\$20 21	\$13 58	\$850 00	\$375 76	\$944 83	\$56 69	-	1	-	-	3	75	\$94 50	\$76 10	Schools.	
Barnardston, .	25 22	14 11	500 00	120 18	716 67	43 00	-	1	42	\$448 75	-	-	-	53 18	"	
Buckland, .	25 65	15 12	1,001 25	51 00	914 17	-	-	-	-	-	2	41	111 50	52 51	"	
Charlemont, .	27 37	12 03	600 00	302 00	-	-	\$42 49	-	-	-	2	40	125 00	53 83	"	
Coleraine, .	19 50	10 66	1,000 00	211 35	-	-	-	-	-	-	1	30	100 00	94 56	"	
Conway, .	20 46	14 57	992 25	558 00	-	-	-	-	-	-	3	60	225 00	93 00	"	
Deerfield, .	25 97	11 37	1,634 50	397 25	-	-	-	1	35	932 50	4	69	648 00	95 90	"	
Erving, .	35 00	14 75	250 00	-	-	-	56 21	-	-	-	1	50	75 00	-	Not received.	
Gill, .	-	14 88	500 00	138 00	-	-	-	-	-	-	1	20	60 00	38 27	Schools.	
Greenfield, .	24 83	15 23	2,500 00	-	-	-	-	-	-	-	3	40	480 00	122 37	"	
Hawley, .	25 50	12 00	500 00	364 50	400 00	24 00	-	-	-	-	-	-	-	50 95	"	
Heath, .	22 31	12 25	600 00	251 50	-	-	-	-	-	-	-	-	-	45 61	"	
Leverett, .	17 30	13 06	448 00	268 46	-	-	-	-	-	-	-	-	-	45 61	"	
Leyden, .	23 50	17 20	400 00	250 00	-	-	-	-	-	-	1	28	90 00	36 49	"	
Monroe, .	18 00	11 77	158 00	-	207 33	12 44	12 00	-	-	-	1	8	10 00	13 80	"	
Montague, .	30 00	16 75	1,092 00	467 62	-	-	172 00	-	-	-	1	75	250 00	75 20	"	
New Salem, .	21 56	12 84	1,000 00	55 00	-	-	-	-	-	-	1	45	630 00	66 42	"	
Northfield, .	24 00	14 00	1,000 00	225 00	400 00	24 00	66 00	1	-	-	1	65	1,000 00	79 87	"	
Orange, .	22 82	12 27	1,100 00	-	-	-	-	-	-	-	3	87	90 35	-	Not received.	
Rowe, .	27 00	12 00	500 00	78 00	200 00	12 00	-	-	-	-	1	28	75 00	34 27	Schools.	
Shelburne, .	26 00	19 00	800 00	225 00	7,000 00	420 00	-	1	75	1,400 00	4	80	100 00	59 63	"	

	25 62	13 39	600 00	130 00	280 00	16 80	-	-	-	-	-	2	41	54 00	55 40	Schools.
Shutesbury,	•															"
Sunderland,	•	27 30	10 50	700 00	61 20	-	-	-	-	-	-	1	-	119 00	37 83	"
Warwick,	•	23 92	11 44	700 00	13 50	30 00	-	-	-	-	-	1	8	30 00	48 95	"
Wendell,	•	18 76	12 29	450 00	10 67	41 40	-	-	-	-	-	-	-	-	42 72	"
Whately,	•	23 05	13 10	650 00	157 32	-	-	-	-	-	-	4	52	93 15	52 73	"
Total, .	•	23 11	13 47	20,526 00	4711 31	12,253 00	680 33	348 70	5	197	3,411 25	40	897	3,830 50	1,425 20	

## BERKSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 15 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Adams, .	6,172	\$1,724,484 00	28	1,158	1,208	799	831	155	135	1,345	3	23	12	18	82.12	96.18	179.10
Alford, .	502	219,734 60	4	114	107	89	83	—	4	116	—	4	4	—	20	9.05	29.05
Becket, .	1,223	313,915 00	11	275	275	186	199	23	43	275	—	10	6	5	42.15	32.05	75
Cheshire, .	1,297	516,586 50	9	284	291	186	198	28	45	240	—	12	8	1	34.06	32.06	66.12
Clarksburg, .	384	94,835 00	4	108	114	80	78	15	17	110	—	4	2	2	12	13	25
Dalton, .	1,029	451,247 00	7	240	245	165	179	17	13	264	—	7	3	4	28	25.02	53.02
Egremont, .	1,013	453,165 00	5	189	203	137	140	23	25	195	—	5	2	3	26	22.10	48.10
Florida, .	561	145,049 00	7	144	179	107	129	17	76	163	—	7	5	2	19	16.16	35.16
Gt. Barrington, .	3,263	1,288,176 00	17	510	540	334	379	53	45	726	—	13	9	6	63	58.15	121.15
Hancock, .	789	355,151 00	5	83	108	62	85	1	18	134	—	2	4	1	8.14	16.17	25.11
Hinsdale, .	1,253	403,324 00	8	227	268	166	184	17	22	308	—	7	2	6	25.17	25.10	51.07
Lanesborough, .	1,226	501,445 00	8	224	236	153	156	12	23	247	—	8	6	2	27.10	34.10	62
Lee, .	3,220	966,320 00	12	724	749	475	483	95	101	758	1	12	3	11	62	46	108
Lenox, .	1,599	524,500 90	8	276	336	181	234	21	39	371	—	7	4	4	32.05	32.02	64.07
Monterey, .	761	227,960 00	9	191	211	140	169	20	36	168	—	9	—	9	37	27.10	64.10
Mt. Washington, .	*424	93,402 00	3	75	81	51	57	2	14	93	—	3	—	3	11.15	6	21.15
New Ashford, .	186	99,966 00	2	26	35	19	26	3	2	36	—	2	1	1	6.10	49	12.10
New Marlboro', .	1,847	495,871 00	13	311	430	206	308	45	69	400	—	10	7	6	41.19	30.05	90.19
Otis, .	1,224	319,400 00	9	225	239	162	174	19	54	200	—	16	4	6	34	17.06	64.05
Peru, .	519	197,142 00	7	116	104	97	70	21	18	104	—	6	1	4	25.01	86.03	42.07
Pittsfield, .	5,872	2,630,744 00	23	968	1,072	762	728	118	68	1,334	2	22	9	16	102.05	17.16	188.08
Richmond, .	907	367,058 00	6	135	157	82	88	14	17	161	—	6	1	5	24.10	—	42.06

Sandisfield, .	1,649	463,328 00	16	295	376	213	280	31	70	315	—	13	8	7	59.14	53.17	113.11
Savoy, .	955	171,936 00	9	194	193	140	130	44	40	205	—	9	7	2	29	25.18	54.18
Sheffield, .	2,769	1,108,145 00	14	540	590	343	402	72	91	646	—	13	10	4	69.10	55.13	125.03
Stockbridge, .	1,940	733,871 40	10	329	385	218	264	30	53	508	—	10	5	5	35.03	40.12	75.15
Tyringham, .	821	239,086 00	7	172	189	116	127	22	17	180	—	7	2	6	26	23	49
Washington, .	953	236,195 00	9	198	210	139	143	18	32	195	—	10	4	5	24.10	26	50.10
W. Stockbridge, .	1,713	541,186 00	7	298	312	176	194	38	38	315	1	6	6	1	32.10	29.05	61.15
Williamstown, .	2,626	973,309 00	15	529	547	332	348	62	53	635	—	15	12	3	57.15	47.10	105.05
Windsor, .	899	298,619 00	11	211	255	149	189	40	44	204	—	10	6	5	32.16	28	60.16
Total, . .	49,596	17,197,607 00	303	9,369	10,245	6,465	7,055	1,076	1,322	10,981	7	282	156	150	3.15	3.08	7.03

\* Including Boston Corner.

## BERKSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, etc., printed or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Adams, . . .	\$27 12	\$11 67	\$2,710 00	\$330 00	\$3,100 00	\$186 00	\$14 00	1	47	\$275 00	14	326	\$891 00	\$298 15	Schools.
Alford, . . .	18 25	10 50	250 00	168 00	—	—	—	—	—	—	—	—	80 00	23 59	"
Becket, . . .	24 41	15 82	600 00	697 25	1,200 00	75 00	75 00	—	—	—	—	—	—	64 08	"
Cheshire, . . .	21 33	13 95	700 00	563 50	—	—	—	—	—	—	1	20	180 00	64 53	"
Clarksburg, . . .	20 00	12 20	200 00	144 00	357 00	21 42	—	—	—	—	—	—	—	22 25	"
Dalton, . . .	26 00	14 22	600 00	308 00	—	—	—	—	—	—	—	—	—	58 07	"
Egremont, . . .	27 50	18 50	625 00	30 00	—	—	—	1	25	200 00	1	12	50 00	48 95	"
Florida, . . .	21 91	12 51	350 00	158 97	188 82	11 32	—	—	—	—	—	—	—	36 71	"
Gt. Barrington, . . .	16 66	10 00	1,500 00	800 00	960 00	57 60	—	1	75	1,200 00	1	25	2,000 00	—	Not received.
Hancock, . . .	20 50	15 33	365 00	188 00	200 00	12 00	—	—	—	—	3	43	145 00	36 71	Schools.
Hinsdale, . . .	25 52	14 69	650 00	217 50	247 00	14 82	—	1	73	1,100 00	—	—	—	67 64	"
Lanesborough, . . .	24 76	14 12	600 00	640 80	800 00	48 00	154 20	—	—	—	2	40	500 00	64 75	"
Lee, . . .	51 83	15 80	2,597 09	700 00	1,600 00	96 00	—	—	—	—	3	105	500 00	159 09	"
Lenox, . . .	24 94	13 50	700 00	473 50	—	—	—	1	30	480 00	1	16	1,600 00	70 53	"
Monterey, . . .	—	12 14	400 00	375 00	—	—	117 60	—	—	—	1	24	120 00	44 72	"
Mt. Washington, . . .	18 05	10 00	150 00	177 99	100 00	6 00	—	—	—	—	—	—	—	21 81	"
New Ashford, . . .	23 00	10 50	75 00	25 00	—	—	—	—	—	—	—	—	—	8 01	"
New Marlboro', . . .	24 03	12 15	700 00	530 00	—	—	325 25	—	—	—	—	—	—	89 89	"
Otis, . . .	22 66	15 04	650 00	445 88	—	—	—	—	—	—	1	16	80 00	52 96	"
Peru, . . .	25 00	12 08	300 00	288 00	—	—	—	—	—	—	1	6	36 00	20 03	"
Pittsfield, . . .	43 87	15 94	4,800 00	250 00	—	22 22	—	—	—	—	1	60	3,000 00	211 37	For Committee and Term purposes.
Richmond, . . .	22 00	10 76	3 00	289 00	—	—	—	—	—	—	1	12	48 00	35 60	Schools.



Sandisfield, . . .	19 72	10 40	750 00	600 00	1,291 48	77 48	201 75	—	—	—	1	20	60 00	75 87	Schools.
Savoy, . . .	19 58	12 32	410 00	337 00	1,272 00	76 32	—	—	—	—	1	12	13 00	46 50	“
Sheffield, . . .	29 06	15 27	1,700 00	572 58	2,000 00	120 00	130 72	1	27	160 00	3	53	900 00	150 63	“
Stockbridge, . . .	22 10	13 82	1,000 00	130 00	—	—	—	1	160	796 00	3	50	1,000 00	113 47	“
Tyringham, . . .	26 66	13 29	400 00	364 00	—	—	36 00	—	—	—	—	—	—	34 71	“
Washington, . . .	20 32	14 32	400 00	461 00	—	—	—	—	—	—	—	—	—	—	Not received.
W. Stockbridge, . . .	25 27	17 14	700 00	299 62	—	—	153 24	—	—	—	2	50	1,400 00	72 53	Schools.
Williamstown, . . .	22 70	13 92	1,500 00	600 00	—	—	—	—	—	—	2	54	152 00	156 64	“
Windsor, . . .	18 27	10 53	400 00	299 25	550 00	33 00	—	—	—	—	2	—	—	46 06	“
Total, . . .	23 65	13 30	27,082 09	11,463 84	14,239 63	857 18	1,207 76	7	437	4,211 00	45	944	12,760 00	2,195 85	

## NORFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
											SUMMER.		WINTER.					
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.	Total.
Bellingham, .	1,281	\$517,797	87	9	255	296	199	237	21	31	278	1	8	5	4	25.05	25.15	51
Braintree, .	2,969	1,054,783	30	13	625	653	405	464	66	32	633	—	12	6	7	60.06	47.06	107.12
Brookline, .	2,516	5,436,854	50	9	360	350	290	279	17	20	392	2	7	2	7	36	40	76
Canton, .	2,598	1,387,372	75	10	548	548	396	433	44	36	580	3	6	5	6	37	39.05	76.05
Cohasset, .	1,775	746,872	68	9	418	408	282	208	32	39	370	1	8	3	7	49	44.11	93.11
Dedham, .	4,447	2,999,518	87	19	919	932	659	704	71	120	810	7	14	13	8	99.16	93.12	193.08
Dorchester, .	7,968	6,785,916	46	26	1,516	1,462	1,146	1,196	132	77	1,713	7	25	8	25	147	153.10	300.10
Dover, .	631	295,704	00	4	101	113	78	83	13	15	100	—	4	2	2	13	14.02	27.02
Foxborough, .	1,880	648,072	75	9	388	416	321	337	35	63	388	—	9	6	3	26.17	27.14	54.11
Franklin, .	1,818	648,436	00	10	343	329	243	266	38	82	362	—	11	7	4	29.05	30.13	59.18
Medfield, .	966	459,846	00	5	154	201	132	187	14	33	175	—	4	3	2	14.10	17.15	32.05
Medway, .	2,778	867,176	00	13	599	582	465	464	46	43	550	1	12	8	4	51.15	42.15	94.10
Milton, .	2,241	1,733,127	00	9	465	438	320	340	41	15	449	4	4	4	5	46.03	48.13	94.16
Needham, .	1,944	799,789	75	9	319	356	242	273	21	52	372	—	6	5	4	25.15	34	59.15
Quincy, .	5,017	2,085,625	38	17	1,210	1,150	858	830	59	73	1,109	7	12	7	10	70.03	70.03	140.06
Randolph, .	4,741	1,663,428	25	15	1,070	900	742	693	146	60	1,037	2	15	7	7	60.15	46.03	106.18
Roxbury, .	18,373	13,613,731	50	55	2,951	2,952	2,366	2,414	315	90	3,145	8	48	8	47	330	330	660
Sharon, .	1,128	548,452	25	6	228	268	194	219	23	47	225	—	6	4	2	24	21.06	45.06
Stoughton, .	3,594	1,093,296	00	13	787	827	564	626	81	96	747	1	13	6	8	52.15	49	101.15
Walpole, .	1,929	812,984	50	7	343	400	287	338	11	45	354	—	7	5	2	31.03	27	58.03
West Roxbury, .	—	—	—	14	660	650	560	570	50	20	650	2	12	2	12	70	74	144
Weymouth, .	5,369	1,714,014	75	21	1,132	1,177	851	997	173	121	1,106	2	20	11	9	117.06	67.06	184.12
Wrentham, .	3,037	1,121,721	00	20	662	738	507	582	32	94	710	1	19	11	10	62.17	66.05	129.02
Total, .	79,000	47,034,521	56	322	16,053	16,146	12,107	12,830	1,481	1,304	16,315	49	282	138	195	4.12	3.09	8.01

# NORFOLK COUNTY—CONTINUED.

SCHOOL RETURNS—1852-3.

XXXV

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Bellingham, .	\$29 75	\$14 98	\$800 00	—	\$418 16	\$25 00	\$140 63	—	—	—	—	60	\$70 00	\$66 75	Schools.
Braintree, .	31 18	18 61	2,200 00	\$50 00	15,353 00	685 00	—	1	37	\$531 00	2	123	530 00	141 51	"
Brookline, .	74 52	22 30	4,100 00	—	—	—	—	—	—	—	5	75	975 00	73 65	Town Treas.
Canton, .	37 00	15 22	2,000 00	30 00	—	—	—	—	—	—	2	40	200 00	121 26	Schools.
Cohasset, .	39 29	14 25	1,800 00	—	1,000 00	—	—	—	—	—	3	44	—	80 55	"
Dedham, .	47 77	16 60	7,122 50	100 00	1,040 00	62 40	60 00	—	—	—	3	100	560 00	182 67	"
Dorchester, .	58 04	19 67	11,677 54	—	14,512 61	830 18	—	—	—	—	3	100	2,344 00	366 01	"
Dover, .	27 25	17 77	600 00	—	—	—	—	—	—	—	—	2	—	25 59	"
Foxborough, .	34 58	17 30	1,400 00	—	—	—	—	—	—	—	—	100	225 00	84 33	"
Franklin, .	29 97	16 13	1,200 00	—	—	—	—	—	—	—	—	—	—	85 89	"
Medfield, .	37 44	15 61	600 00	—	3,760 19	225 61	—	—	—	—	—	—	—	38 72	"
Medway, .	45 50	16 65	2,800 00	—	200 00	12 00	—	—	—	—	1	20	50 00	117 03	"
Milton, .	36 14	22 50	3,300 00	—	—	—	—	1	9	70 00	6	60	2,000 00	103 03	"
Needham, .	37 17	18 00	1,410 00	—	1,500 00	90 00	—	—	—	—	—	—	—	83 88	"
Quincy, .	43 92	19 22	5,800 00	141 00	—	75 00	—	—	—	—	2	15	50 00	245 64	"
Randolph, .	33 27	18 12	2,500 00	—	10,600 00	590 87	—	—	—	—	4	126	775 00	204 25	"
Roxbury, .	88 54	21 50	24,709 61	—	55,689 19	2,321 00	—	—	—	—	18	360	8,000 00	705 10	"
Sharon, .	39 50	15 64	800 00	7 00	3,613 00	162 78	120 00	—	—	—	1	35	24 00	50 73	"
Stoughton, .	37 29	18 00	2,500 00	—	—	—	—	—	—	—	2	45	400 00	157 31	"
Walpole, .	29 40	14 75	1,600 00	200 00	—	—	—	—	—	—	—	—	—	83 88	Town purposes
West Roxbury, .	95 00	26 30	6,000 00	—	44,000 00	2,600 00	—	—	—	—	5	120	—	153 75	Schools.
Weymouth, .	39 04	18 58	4,000 00	80 00	2,939 65	170 00	—	—	—	—	4	126	212 00	225 17	"
Wrentham, .	28 33	16 20	2,250 00	14 00	2,001 71	120 10	341 86	1	35	550 00	4	50	60 00	156 64	"
Total, .	43 47	18 00	91,169 65	622 00	156,627 51	7,970 03	662 49	3	81	1,151 00	64	1499	16,475 00	3,553 34	

## BRISTOL COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 15 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		
											Males.	Females.					
				In Sum'r.	In Winter.	In Sum'r.	In Winter.										
Attleborough, .	4,200	\$1,038,000 00	26	811	877	616	694	74	78	929	4	24	10	16	97.11	109.05	206.16
Berkley, .	908	261,405 00	7	110	248	77	199	27	45	211	—	3	5	2	7.15	19.17	27.12
Dartmouth, .	3,868	2,279,942 00	26	761	838	538	584	85	86	905	—	27	13	15	115.08	99.14	215.02
Dighton, .	1,641	517,487 00	11	285	434	231	318	47	47	381	—	9	6	5	25.15	38.14	64.09
Easton, .	2,337	707,887 00	11	479	546	373	425	32	66	531	1	9	6	4	31.10	30	61.10
Fairhaven, .	4,304	3,248,990 00	24	1,065	1,105	788	824	72	112	1,098	2	26	8	20	121	115	236
Fall River, .	11,522	6,091,250 00	27	2,329	2,320	1,547	1,569	389	224	2,658	4	39	11	32	136.10	137.10	274
Freetown, .	1,615	565,096 00	11	175	421	118	296	14	89	393	—	5	6	5	15.10	40.15	56.05
Mansfield, .	1,789	378,902 00	8	364	394	209	300	50	43	386	1	6	6	2	22	24.10	46.10
New Bedford, .	16,464	14,489,266 00	32	3,228	3,502	2,441	2,454	264	492	3,099	8	66	11	69	165	186	351
Norton, .	1,967	714,021 00	9	374	440	288	316	21	32	425	—	8	6	3	27.10	25.02	52.12
Pawtucket, .	3,753	916,587 00	10	720	674	518	483	45	21	919	2	14	2	4	41.15	47.15	89.10
Raynham, .	1,541	514,908 00	7	300	346	231	267	36	71	318	—	7	7	—	25	22	47
Rehoboth, .	2,103	689,206 00	15	311	485	241	393	43	72	420	—	11	11	4	35.05	44.10	79.15
Seekonk, .	2,244	695,324 00	13	423	453	307	358	44	77	495	—	13	11	3	52.14	44.04	96.18
Somerset, .	1,166	463,495 00	5	112	207	76	203	23	39	256	—	2	4	2	9.10	21	30.10
Swansey, .	1,554	544,232 00	10	93	321	77	245	22	67	232	—	3	6	4	9	32	41
Taunton, .	10,431	3,701,472 00	39	2,080	2,121	1,562	1,738	275	269	2,495	4	39	22	21	163.07	173.04	336.11
Westport, .	2,795	1,451,080 00	20	594	687	426	500	85	72	675	—	20	16	6	87.04	71	158.04
Total, .	76,207	39,243,560 00	311	14,614	16,509	10,724	12,166	1,648	2,002	16,826	26	331	167	227	3.16	4.02	7.18

## BRISTOL COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as Surplus Revenues, appropriated to Schools, printed or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Attleborough, .	\$34 65	\$18 46	\$5,031 63	—	\$12,000 00	\$720 00	—	—	—	—	1	51	\$700 00	\$192 24	Schools.
Berkley, .	26 55	14 21	500 00	\$65 00	—	—	—	—	—	—	5	75	132 00	42 94	"
Dartmouth, .	26 30	14 20	3,000 00	634 27	—	—	—	—	—	—	1	140	600 00	210 26	"
Dighton, .	27 90	16 02	1,075 00	131 00	—	—	—	—	—	—	—	—	—	81 44	"
Easton, .	30 81	16 69	1,700 00	35 00	—	\$100 00	—	—	—	—	—	—	—	—	"
Fairhaven, .	40 82	17 05	6,700 00	—	—	—	—	—	—	—	3	35	155 00	135 06	Not returned.
Fall River, .	56 30	18 50	11,000 00	—	—	—	—	—	—	—	6	41	800 00	239 41	Schools.
Freetown, .	28 00	14 78	1,000 00	15 00	—	—	—	—	—	—	3	80	200 00	87 22	"
Mansfield, .	28 09	16 50	965 00	25 00	—	—	—	—	—	—	—	—	—	81 21	"
New Bedford, .	67 60	18 77	22,126 84	—	1,000 00	50 00	—	1	70	2,200 00	25	513	5,769 94	737 81	"
Norton, .	30 39	18 95	1,200 00	—	12,000 00	700 00	—	1	111	3,936 00	—	—	—	87 67	"
Pawtucket, .	50 00	14 78	2,750 00	—	—	—	—	—	—	—	2	38	70 00	200 92	"
Raynham, .	30 46	14 60	1,000 00	—	—	—	—	—	—	—	3	75	80 00	70 53	"
Rehoboth, .	25 62	15 00	1,000 00	303 00	372 50	22 35	139 35	—	—	—	6	100	200 00	101 46	"
Seekonk, .	29 15	14 13	1,200 00	423 00	—	—	242 00	—	—	—	2	55	773 00	116 15	"
Somerset, .	30 17	13 50	700 00	60 00	—	—	—	—	—	—	4	128	238 41	54 51	"
Swansey, .	28 83	13 25	600 00	309 00	—	—	—	—	—	—	—	—	—	58 96	"
Taunton, .	40 01	19 20	12,000 00	—	14,000 00	950 00	—	1	103	1,900 00	4	120	1,200 00	526 43	"
Westport, .	26 72	14 28	2,000 00	680 54	—	—	284 25	—	—	—	6	144	200 00	135 73	"
Total, .	34 65	15 94	75,548 47	2,680 81	39,372 50	2,442 35	765 60	3	281	8,036 00	72	1745	12,293 35	3,711 08	



## PLYMOUTH COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.					Males.		Females.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
SUMMER.		WINTER.		Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.							
Males.	Females.	Males.	Females.														
Abington, . . . . .	5,269	\$1,466,878 00	20	1,225	1,303	926	808	83	187	1,061	5	15	5	15	95.05	95.05	190.10
Bridgewater, . . . . .	2,790	1,222,351 00	15	550	584	433	442	63	44	555	—	15	8	6	54.19	45	99.19
Carver, . . . . .	1,186	347,995 00	7	259	310	189	246	19	68	266	—	7	5	2	25.05	22.10	47.15
Duxbury, . . . . .	2,679	1,076,363 00	13	483	478	357	413	37	45	519	1	12	10	3	60	47.05	107.05
E. Bridgewater, . . . . .	2,545	814,600 00	10	467	487	349	367	47	40	549	—	10	2	9	33.16	28	61.16
Halifax, . . . . .	784	255,884 00	10	172	195	130	151	22	45	173	—	5	5	—	18.05	16.13	34.18
Hanover, . . . . .	1,592	550,089 00	8	302	323	228	253	12	7	356	—	8	3	5	42.06	28.06	70.12
Hanson, . . . . .	1,217	376,786 00	9	241	245	190	199	36	35	241	—	9	5	3	35.16	21.16	57.12
Hingham, . . . . .	3,980	1,570,886 00	12	626	623	456	443	54	17	795	4	8	5	7	78	78	156
Hull, . . . . .	253	117,823 00	1	54	56	35	41	4	3	57	—	1	1	—	6	3	9
Kingston, . . . . .	1,591	853,645 00	8	277	311	203	236	26	49	286	—	8	6	2	34	32	66
Marion, . . . . .	—	—	5	—	212	—	170	4	56	212	—	—	5	—	—	15.05	15.05
Marshfield, . . . . .	1,837	643,191 00	9	320	397	248	326	24	54	385	—	—	7	2	35.12	32.04	67.16
Middleborough, . . . . .	5,335	1,603,928 00	38	1,070	1,161	823	947	139	194	1,134	1	37	22	13	146	104	250
N. Bridgewater, . . . . .	3,940	1,043,150 00	16	822	946	649	732	37	83	979	1	16	11	6	58	52	110
Pembroke, . . . . .	1,388	440,917 00	8	263	305	199	228	28	40	281	—	8	5	3	31.10	25.10	57
Plymouth, . . . . .	6,025	2,473,123 00	33	1,206	1,184	1,011	969	39	91	1,341	4	32	9	25	173.15	152.03	325.18
Plympton, . . . . .	927	330,503 00	6	165	188	138	151	12	12	209	—	6	5	1	24	18	42
Rochester, . . . . .	3,808	1,181,629 00	19	384	654	306	526	49	133	757	—	26	11	9	39	55.13	94.13
Scituate, . . . . .	2,149	604,955 00	11	502	537	366	432	42	77	462	1	10	8	4	64.15	35	99.15

South Scituate,	1,770	747,414 00	9	338	362	253	273	38	54	366	—	9	5	4	51.15	32	83.15
Wareham, .	3,186	901,603 00	13	626	611	435	491	69	86	718	—	14	10	3	47.10	39	86.10
W. Bridgewater,	1,447	516,955 00	9	349	331	282	261	39	43	308	—	10	6	1	29.10	21.05	50.15
Lakeville,*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total, . .	55,699	19,200,668 00	289	10,701	11,803	8,186	9,105	923	1,463	12,010	17	275	159	123	4.02	3.09	7.11

\* Newly Incorporated. Returns included in Middleborough.

## PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Abington, .	\$42 66	\$20 21	\$5,000 00	—	\$5,300 00	—	—	1	35	\$600 00	1	8	—	\$221 61	Schools.
Bridgewater, .	29 45	16 87	2,000 00	\$200 00	\$318 00	—	—	1	35	\$600 00	1	8	\$1,000 00	118 37	"
Carver, .	27 34	12 46	700 00	258 32	—	—	—	1	93	—	1	1	—	64 53	"
Duxbury, .	34 04	13 98	2,100 00	—	1,110 00	—	\$296 25	1	93	—	1	167	622 22	131 28	"
E. Bridgewater, .	39 00	19 40	1,500 00	—	—	—	—	1	75	1,100 00	2	44	457 00	113 25	"
Halifax, .	29 62	12 82	600 00	72 75	—	—	—	1	40	600 00	1	40	—	33 82	Town Treas.
Hanover, .	30 00	16 15	1,350 00	—	—	—	—	1	57	349 85	2	57	—	79 43	Schools.
Hanson, .	28 62	12 31	900 00	—	—	—	—	1	75	1,100 00	2	44	457 00	54 51	"
Hingham, .	30 90	15 00	3,476 82	—	—	—	—	1	75	1,100 00	2	44	457 00	178 67	Town Treas.
Hull, .	32 00	13 67	215 43	—	—	—	—	1	75	1,100 00	2	44	457 00	11 79	Schools.
Kingston, .	37 33	16 86	1,600 00	—	—	—	—	1	75	1,100 00	2	44	457 00	63 19	"
Marion, .	31 40	—	500 00	—	—	—	—	1	75	1,100 00	2	44	457 00	—	"
Marshfield, .	32 09	13 25	1,350 00	—	—	—	—	1	75	1,100 00	2	44	457 00	87 89	"
Middleborough, .	25 39	13 45	4,000 00	692 33	—	—	—	1	75	1,100 00	2	44	457 00	246 75	"
N. Bridgewater, .	34 95	19 34	2,600 00	—	295 60	17 73	152 00	1	37	471 75	1	20	—	201 36	"
Pembroke, .	29 59	14 33	1,000 00	28 00	—	—	—	1	37	471 75	1	20	—	64 30	"
Plymouth, .	43 65	16 83	7,000 00	77 75	—	—	—	6	—	—	6	30	1,463 89	300 15	"
Plympton, .	25 50	15 00	600 00	184 00	—	—	—	1	—	—	1	30	200 00	47 17	"
Rochester, .	29 51	15 72	2,000 00	79 75	—	—	—	3	—	—	3	75	700 00	195 13	"
Scituate, .	37 65	12 83	2,000 00	106 00	—	—	—	2	—	—	2	39	106 00	105 91	"

South Scituate,	27 60	15 31	1,700 00	-	-	-	-	-	-	-	-	30 00	79 88	Schools,
Wareham,	35 82	16 82	2,000 00	-	-	-	-	-	-	-	-	1,200 00	166 88	"
W. Bridgewater,	36 55	16 22	1,200 00	-	-	-	-	-	-	-	-	-	68 75	"
Lakeville,*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total,	32 64	14 73	45,392 25	1698 90	24,095 60	1,445 73	448 25	5	240	2,171 75	42	978	8,313 96	2,636 62

\* Newly incorporated. Returns included in Middleborough.

## BARNSTABLE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
												SUMMER.		WINTER.				
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.					
Barnstable,	*5,004	\$1,522,871 00	29	704	1,927	531	861	93	93	235	1,193	17	11	17	73	96	169	
Brewster,	1,526	334,827 45	6	242	285	155	213	5	5	18	289	—	6	1	30.14	21.06	52	
Chatham,	2,440	484,718 25	13	481	550	299	422	69	69	118	511	15	10	3	67	36.12	103.12	
Dennis,	3,257	798,934 14	17	792	793	521	584	30	30	54	855	1	15	9	8	111	162.05	
Eastham,	845	185,714 50	5	167	216	148	171	12	12	70	184	—	5	3	20	15.10	35.10	
W'ralmouth,	2,519	954,466 75	19	465	562	350	478	34	34	126	596	17	10	8	65.06	57	122.06	
Harwich,	3,258	524,699 75	18	779	978	497	668	114	114	150	923	—	19	13	6	96.06	147.04	
Orleans,	1,848	325,576 30	10	417	539	320	460	39	39	109	440	—	10	8	2	35.15	67.11	
Provincetown,	3,157	1,043,135 00	8	741	719	485	584	47	47	107	583	4	7	5	9	24.15	41.10	
Sandwich,	4,368	1,314,391 15	24	503	1,084	398	862	56	56	138	1,173	—	21	16	9	58.03	148.10	
Truro,	2,051	367,199 50	11	345	545	257	452	19	19	140	521	—	6	7	4	24	47	
W'ellfleet,	2,411	294,228 00	12	446	667	305	503	25	25	188	543	—	11	8	6	52.11	90.11	
Yarmouth,	2,595	746,587 95	15	464	514	342	430	50	50	106	555	—	14	13	2	46	96	
Total, .	35,279	8,897,349 74	187	6,546	8,679	4,608	6,688	593	593	1,559	8,366	5	163	118	77	3.16	3.01	6.17

\* Including Marshpee District.



## BARNSTABLE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	Schools.	How appropriated.
Barnstable,	\$38 41	\$17 85	\$3,000 00	\$500 00	—	—	1,000 00	—	—	—	15	400	\$1,000 00	\$311 50	"	
Brewster,	29 50	14 50	1,000 00	50 00	—	—	—	—	—	—	1	30	500 00	83 88	"	
Chatham,	32 80	12 60	1,300 00	701 00	—	—	—	—	—	—	2	56	775 00	114 59	"	
Dennis,	31 00	12 80	1,300 00	1450 75	—	—	—	—	—	—	3	125	650 90	184 45	"	
Eastham,	26 37	11 00	505 00	18 00	—	—	50 00	—	—	—	2	40	45 00	42 50	"	
Falmouth,	30 65	13 35	1,500 00	400 00	\$10,000 00	\$600 00	320 00	1	33	\$775 00	4	80	60 00	137 95	"	
Harwich,	31 70	11 35	1,500 00	703 33	—	—	—	—	—	—	1	—	—	197 13	"	
Orleans,	26 46	13 21	1,100 00	130 00	400 00	24 00	—	—	—	—	1	40	250 00	99 88	"	
Provincetown,	41 00	13 33	3,000 00	—	—	—	—	—	—	—	1	40	200 00	132 83	"	
Sandwich,	28 82	16 32	3,000 00	85 00	2,000 00	120 00	374 95	1	20	280 00	12	120	1,324 00	251 65	"	
Truro,	34 92	13 20	900 00	—	—	—	—	1	55	600 00	—	—	—	109 03	"	
Wellfleet,	34 14	16 15	1,200 00	849 25	—	—	95 00	—	—	—	1	35	400 00	123 04	"	
Yarmouth,	30 18	13 36	2,000 00	200 00	—	—	—	1	24	300 00	1	50	1,000 00	125 71	"	
Total,	32 00	13 77	21,305 00	5087 33	12,400 00	744 00	1,839 95	4	132	1,955 00	44	1016	6,204 90	1,912 94		

## DUKES COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 15 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 15 and 18 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Chilmark,	747	\$471,365 00	3	44	143	34	109	10	32	144	—	3	—	3	10.03	13.03	
Edgartown,	1,990	670,834 00	9	341	420	282	341	—	51	390	2	8	5	10	16	28.17	44.17
Tisbury, .	1,803	555,806 00	9	167	304	95	248	16	38	402	2	2	2	6	18	36	54
Total, .	4,540	1,698,005 00	21	552	867	411	698	26	121	936	4	11	10	16	1.15	3.11	5.06

## NANTUCKET COUNTY.

Nantucket,	8,452	\$4,595,362 00	15	1,412	1,362	1,079	1,050	—	186	1,704	5	28	5	26	79.15	78	157.15
------------	-------	----------------	----	-------	-------	-------	-------	---	-----	-------	---	----	---	----	-------	----	--------

## DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Chilmark,	\$32 00	\$12 00	\$400 00	—	—	—	—	—	—	\$100 00	—	—	\$100 00	\$100 00	—	Not received.
Edgartown,	36 90	14 29	1,500 00	—	—	—	—	—	10	653 00	10	200	653 00	653 00	\$85 00	Schools.
Tisbury,	34 00	15 80	1,400 00	—	\$6,000 00	\$300 00	—	1	50	\$224 00	6	150	500 00	500 00	87 66	"
Total, .	32 63	14 03	3,300 00	—	6,000 00	300 00	—	1	50	224 00	16	350	1,253 00	1,253 00	172 66	
NANTUCKET COUNTY—CONTINUED.																
Nantucket,	\$62 60	\$17 88	\$9,725 13	—	—	—	—	1	—	—	12	290	\$4,100 00	\$4,100 00	\$384 04	Schools.

## RECAPITULATION.

COUNTIES.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the county.	No. of Teachers, including Sum- mer and Winter terms.		Average length of the Schools.	Average wages of Male Teachers per month, including the value of board.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.		
													Mos.	
Suffolk, .	144,520	\$217,587,172 00	241	23,396	23,896	19,602	19,777	1,872	621	26,032	151	721	10.01	\$71 13
Essex, .	131,307	56,556,466 89	411	24,564	24,800	18,375	19,220	1,930	2,108	28,394	251	699	9.12	38 90
Middlesex, .	161,385	83,264,719 50	576	33,228	33,824	23,709	25,040	3,313	3,562	31,752	351	1,012	8.08	42 09
Worcester, .	130,817	55,497,794 00	654	24,539	28,138	18,486	22,098	2,680	4,552	26,984	393	982	6.04	31 06
Hampshire, .	35,714	13,331,240 00	242	6,607	7,755	5,153	6,105	671	1,178	7,423	119	376	6.15	25 14
Hampden, .	51,285	22,621,220 77	278	9,278	10,567	6,564	7,828	687	1,125	10,134	123	466	7.14	24 96
Franklin, .	30,869	11,211,309 00	263	6,163	7,490	5,013	6,056	614	1,259	6,848	109	396	5.15	23 11
Berkshire, .	49,596	17,197,607 00	303	9,369	10,245	6,465	7,055	1,076	1,322	10,981	163	432	7.03	23 65
Norfolk, .	79,000	47,034,521 56	322	16,053	16,146	12,107	12,830	1,481	1,304	16,315	187	477	8.01	43 47
Bristol, .	76,202	39,243,560 00	311	14,614	16,509	10,724	12,166	1,648	2,002	16,826	193	558	7.18	34 65
Plymouth, .	55,699	19,200,668 00	289	10,701	11,803	8,186	9,105	9,023	1,463	12,010	176	398	7.11	32 64
Barnstable, .	35,279	8,897,349 74	187	6,546	8,679	4,608	6,688	593	1,559	8,366	123	240	6.17	32 00
Dukes, .	4,540	1,698,005 00	21	552	867	411	698	26	121	936	14	27	5.06	32 63
Nantucket, .	8,452	4,535,362 00	15	1,412	1,362	1,079	1,050	—	186	1,704	10	54	10.10	62 60
Total, .	994,655	597,936,995 46	4,113	187,022	202,081	140,482	155,716	25,614	22,362	204,705	2,363	6,838	7.14	37 00

## RECAPITULATION—CONTINUED.

COUNTIES.	Average Wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including wages of Teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amount of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars	Aggregate paid for Tuition.	Town's share of School Fund.
Suffolk, . . .	\$20 51	\$207,657 37	—	\$8,000 00	\$411 50	—	8	594	\$8,615 00	48	1,904	\$80,225 00	\$5,822 16
Essex, . . .	15 31	118,502 98	\$126 25	82,485 00	4,850 26	1,199 64	8	594	\$8,615 00	128	3,018	28,599 25	6,229 55
Middlesex, . . .	16 77	186,343 82	800 05	42,132 00	2,467 41	202 29	9	609	10,308 88	88	1,648	21,288 25	6,480 09
Worcester, . . .	14 86	95,258 06	1,567 55	26,036 16	1,575 37	1,096 73	9	380	6,730 75	102	2,501	14,486 07	5,762 08
Hampshire, . . .	13 53	24,421 00	4,027 67	21,161 67	707 62	541 98	5	584	21,698 33	37	944	6,758 00	1,652 73
Hampden, . . .	13 66	37,309 43	6,487 93	26,725 01	2,137 50	2,364 06	4	477	5,770 90	25	628	2,449 50	2,127 77
Franklin, . . .	13 47	20,526 00	4,711 31	12,253 00	680 33	348 70	5	197	3,411 25	40	897	3,830 50	1,425 20
Berkshire, . . .	13 30	27,082 09	11,463 84	14,239 63	857 18	1,207 76	7	437	4,211 00	45	944	12,760 00	2,195 85
Norfolk, . . .	18 00	91,169 65	622 00	156,627 51	7,970 03	662 49	3	81	1,151 00	64	1,499	16,475 00	3,553 34
Bristol, . . .	15 94	75,548 47	2,680 81	39,372 50	2,442 35	765 60	3	281	8,036 00	72	1,745	12,293 35	3,711 08
Plymouth, . . .	14 73	45,392 25	1,698 90	24,095 60	1,445 73	448 25	5	240	2,171 75	42	978	8,313 96	2,636 62
Barnstable, . . .	13 77	21,395 00	5,087 33	12,400 00	744 00	1,839 95	4	132	1,955 00	44	1,016	6,204 90	1,913 94
Dukes, . . .	14 03	3,300 00	—	6,000 00	300 00	—	1	50	224 00	16	350	1,253 00	172 66
Nantucket, . . .	17 88	9,725 13	—	—	—	—	1	—	—	12	290	4,100 00	384 04
Total, . . .	15 41	963,631 25	39,273 64	471,528 08	26,589 28	10,677 45	64	4,062	74,283 86	763	18,362	219,036 78	44,067 11



## GRADUATED TABLES.—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished, is determined by the mere estimate of individuals and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that the counties of Hampshire, Hampden, Franklin, Berkshire, and Barnstable, are much more liberal in voluntary contributions than the other counties in the State. These contributions, to a great extent, especially in the western counties, are of board and fuel. Custom has rendered them, in a commendable degree, uniform and reliable, and they are an important addition to the means of sustaining the Public Schools. If their precise value was ascertained, and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, most of the towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1852-3; also, its rank in a similar scale for 1851-2. It presents the sum appropriated to each child between 5 and 15. Brookline, which was No. 1 last year, also stands highest upon the list the present year; and Winchester, which is No. 2 this year, was the same last year.

## GRADUATED TABLES—FIRST SERIES.

*Table, showing the Comparative Amount of Money appropriated by the different Towns in the State, for the Education of each Child in the Town between the ages of 5 and 15 years.*

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE,*	\$10 45.9	\$4,100 00	—	—	392	—
2	2	Winchester,	9 88.1	2,500 00	—	—	253	—
8	3	West Roxbury,	9 23.1	6,000 00	—	—	650	—
3	4	Somerville,	9 04.1	6,880 00	—	—	761	—
7	5	Dedham,	8 86.7	7,122 50	\$60 00	\$7182 50	810	100 00
10	6	Concord,	8 43	2,900 00	—	—	344	—
4	7	Boston,	8 12.8	193,432 37	—	—	24412	—
15	8	Roxbury,	7 85.7	24,709 61	—	—	3145	—
†	9	Winthrop,	7 84.3	400 00	—	—	51	—
5	10	Lowell,	7 78.5	44,415 82	—	—	5705	—
6	11	Brighton,	7 69.2	3,500 00	—	—	455	—
32	12	Milton,	7 35	3,300 00	—	—	449	—
23	13	Lawrence,	7 16.9	11,900 00	—	—	1660	—
28	14	New Bedford,	7 10.8	22,126 84	—	—	3099	—
12	15	Charlestown,	7 04.2	23,550 00	—	—	3343	—
13	16	Cambridge,	6 93.9	24,253 15	—	—	3495	—
18	17	Dorchester,	6 81.7	11,677 54	—	—	1713	—
24	18	W. Cambridge,	6 77.8	2,440 00	—	—	360	—
11	19	Lexington,	6 44.3	2,500 00	—	—	388	—
16	20	Waltham,	6 39.3	5,600 00	—	—	876	—
†	21	Swampscott,	6 19.5	1,400 00	—	—	226	—
29	22	Springfield,	6 11	12,000 00	1369 72	13369 72	2188	—
30	23	Fairhaven,	6 10.2	6,700 00	—	—	1098	—
22	24	Watertown,	6 08.2	3,400 00	—	—	559	—
20	25	Medford,	6 04.5	4,800 00	—	—	794	—
37	26	Dover,	6 00	600 00	—	—	100	—
45	27	Lynn,	5 88.4	18,000 00	—	—	3059	—
31	28	Nantucket,	5 70.7	9,725 13	—	—	1704	—
40	29	Chelsea,	5 65.7	8,225 00	—	—	1454	—
19	30	Worcester,	5 59.9	18,000 00	—	—	3215	—
53	31	Newton,	5 59.7	6,000 00	—	—	1072	—

\* Some towns have uniformly held a high rank in this Table, because the large amount of wealth they contain enables them to hold this precedence with little or no burden to themselves. If compared with other towns in respect to the ratio of their appropriation for schools to their taxable property, they would fall below a large number of towns. Compare the rank of towns in this Table with their rank in the Second Series of Tables, showing the per centage of their taxable property appropriated for schools.

† Newly incorporated.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
27	32	Kingston,	\$5 59.4	\$1,600 00	-	-	286	-
21	33	Littleton,	5 55.6	1,050 00	-	-	189	-
26	34	Lincoln,	5 53.7	670 00	-	-	121	\$16 50
35	35	Longmeadow,	5 48	1,370 12	-	-	250	-
48	36	Attleborough,	5 41.6	5,031 63	-	-	929	-
17	37	Malden,	5 36.9	4,000 00	-	-	745	300 00
41	38	South Reading,	5 36.9	2,400 00	-	-	447	-
14	39	Boxborough,	5 26.3	400 00	-	-	76	15 00
60	40	Quincy,	5 23	5,800 00	-	-	1109	141 00
38	41	Plymouth,	5 22	7,000 00	-	-	1341	77 75
9	42	North Chelsea,	5 21.7	600 00	-	-	115	-
73	43	Provincetown,	5 14.6	3,000 00	-	-	583	-
44	44	Medway,	5 09.1	2,800 00	-	-	550	-
33	45	Chicopee,	5 05.1	6,879 31	\$635 89	\$7515 20	1488	-
87	46	Bolton,	5 00	1,208 06	66 97	1,275 03	255	-
34	47	Bedford,	4 91.3	885 00	92 63	977 63	199	-
96	48	Hatfield,	4 90.2	1,000 00	-	-	204	24 00
47	49	Weston,	4 88.9	1,100 00	-	-	225	-
42	50	Cohasset,	4 86.5	1,800 00	-	-	370	-
65	51	N. Braintree,	4 81.9	800 00	-	-	166	-
81	52	Taunton,	4 81	12,000 00	-	-	2495	-
50	53	Framingham,	4 78.3	3,850 00	-	-	805	-
165	54	Abington,	4 71.1	5,000 00	-	-	1061	-
25	55	Carlisle,	4 68.8	600 00	-	-	128	-
51	56	South Scituate,	4 64.5	1,700 00	-	-	366	-
61	57	Hardwick,	4 64.3	1,300 00	-	-	280	-
46	58	Salem,	4 63.6	19,237 48	-	-	4150	-
84	59	Duxbury,	4 61.7	2,100 00	296 25	2,396 25	519	-
62	60	Clinton,	4 56.3	2,400 00	-	-	526	-
244	61	Natick,	4 56.1	2,600 00	-	-	570	-
78	62	Walpole,	4 52	1,600 00	-	-	354	200 00
94	63	Woburn,	4 51.3	3,790 91	-	-	840	-
103	64	Holyoke,	4 50.5	2,500 00	-	-	555	-
52	65	Lancaster,	4 49.4	1,600 00	-	-	356	-
58	66	Tewksbury,	4 44.4	1,000 00	-	-	225	23 80
80	67	Wayland,	4 44.3	900 00	50 73	950 73	214	-
43	68	Northampton,	4 42.8	5,000 00	-	-	1129	42 00
139	69	Boxford,	4 42.5	900 00	51 40	951 40	215	-
63	70	Fitchburg,	4 41.9	4,600 00	-	-	1041	-
153	71	Ware,	4 39.2	2,600 00	-	-	592	-
75	72	Hingham,	4 37.3	3,476 82	-	-	795	-
79	73	Chelmsford,	4 36.7	2,000 00	-	-	458	33 00
82	74	Scituate,	4 32.9	2,000 00	-	-	462	106 00
66	75	Haverhill,	4 29.7	5,000 00	521 17	5,521 17	1285	-
85	76	Gloucester,	4 28.7	7,400 00	-	-	1726	-
70	77	Sherborn,	4 26.3	925 00	-	-	217	-
88	78	Greenfield,	4 23.7	2,500 00	-	-	590	-
68	79	Tyngsborough,	4 18.8	800 00	-	-	191	-

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
55	80	Dunstable,	\$4 16.7	\$450 00	-	-	108	\$47 00
64	81	Fall River,	4 13.8	11,000 00	-	-	2,658	-
175	82	Shrewsbury,	4 12	1,100 00	-	-	267	-
89	83	Pembroke,	4 10	1,000 00	\$152 00	\$1152 00	281	28 00
95	84	Sharon,	4 08.9	800 00	120 00	920 00	225	7 00
86	85	Manchester,	4 08.2	1,600 00	-	-	392	-
119	86	Northborough,	4 05.8	1,250 00	-	-	308	20 00
111	87	Reading,	4 05.2	2,500 00	-	-	617	-
294	88	Buckland,	4 03.7	1,001 25	-	-	248	51 00
145	89	Plainfield,	4 02.7	600 00	-	-	149	255 00
49	90	Danvers,	4 00.6	7,255 50	600 00	7,855 50	1961	-
39	91	Milford,	4 00	3,700 00	-	-	925	-
77	92	Billerica,	3 98.9	1,500 00	-	-	376	-
118	93	Brookfield,	3 98.8	1,300 00	-	-	326	-
136	94	Shirley,	3 98.2	900 00	-	-	226	105 00
114	95	Douglas,	3 95.7	1,500 00	138 00	1,638 00	414	-
54	96	Hopkinton,	3 94.3	2,575 00	-	-	653	-
126	97	Granby,	3 93.5	850 00	-	-	216	-
35	98	Wilmington,	3 93.1	625 00	-	-	159	14 00
143	99	Rowley,	3 91.1	700 00	-	-	179	-
128	100	Westford,	3 90.9	1,200 00	-	-	307	-
163	101	W. Bridgewater	3 89.6	1,200 00	-	-	308	-
83	102	Essex,	3 86.9	1,300 00	-	-	336	-
149	103	Barre,	3 85.9	2,300 00	-	-	596	111 59
115	104	Melrose,	3 85.9	1,153 94	-	-	299	-
92	105	Edgartown,	3 84.6	1,500 00	-	-	390	-
91	106	Paxton,	3 83	600 00	35 82	635 82	166	-
112	107	Hanover,	3 79.2	1,350 00	-	-	356	-
104	108	Harvard,	3 79.1	1,200 00	36 00	1,236 00	326	-
101	109	Needham,	3 79	1,410 00	-	-	372	-
72	110	Sunderland,	3 78.4	700 00	-	-	185	61 20
74	111	Hull,	3 77.9	215 43	-	-	57	-
76	112	Webster,	3 74.5	2,000 00	-	-	534	-
108	113	Hanson,	3 73.4	900 00	-	-	241	-
57	114	Newbury,	3 71.2	1,000 00	-	-	269	-
105	115	Amesbury,	3 71.1	2,000 00	-	-	539	-
132	116	Methuen,	3 71.1	1,800 00	-	-	485	-
109	117	Royalston,	3 70.4	1,200 00	-	-	324	27 00
90	118	Brimfield,	3 67.6	1,000 00	-	-	272	73 00
116	119	Wrentham,	3 65.1	2,250 00	341 86	2,591 86	710	14 00
97	120	Newburyport,	3 64.4	10,000 00	-	-	2744	-
166	121	Petersham,	3 62.7	1,200 00	-	-	332	-
260	122	Pepperell,	3 62.3	1,000 00	-	-	276	80 00
130	123	Lunenburg,	3 62.3	1,000 00	-	-	276	-
134	124	Weymouth,	3 61.7	4,000 00	-	-	1106	80 00
113	125	Hamilton,	3 61.4	600 00	-	-	166	-
140	126	Foxborough,	3 60.8	1,400 00	-	-	388	-
99	127	Bridgewater,	3 60.4	2,000 00	-	-	555	200 00



For 181-2.	For 182-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
209 128		Yarmouth,	\$3 60.4	\$2,000 00	-	-	555	\$200 00
56 129		Pittsfield,	3 59.8	4,800 00	-	-	1334	250 00
124 130		Stowe,	3 59.7	1,000 00	-	-	278	-
102 131		Burlington,	3 58.9	300 00	\$58 93	\$358 93	100	-
69 132		Montgomery,	3 57.1	300 00	-	-	84	80 00
138 133		Leominster,	3 55.4	2,150 00	-	-	605	59 50
107 134		Holliston,	3 54.6	2,000 00	-	-	564	-
122 135		Hadley,	3 53.8	1,500 00	-	-	424	-
117 136		Middleborough,	3 52.7	4,000 00	-	-	1134	692 33
110 137		South Hadley,	3 52.1	1,500 00	-	-	426	64 00
125 138		Ashburnham,	3 51.3	1,500 00	-	-	427	-
141 139		Marshfield,	3 50.6	1,350 00	-	-	385	-
180 140		Deerfield,	3 50	1,634 50	-	-	467	397 25
150 141		Ashland,	3 49.2	1,100 00	-	-	315	-
171 142		Tisbury,	3 48.3	1,400 00	-	-	402	-
127 143		Montague,	3 47.3	1,092 00	172 00	1,264 00	364	467 62
172 144		Halifax,	3 46.8	600 00	-	-	173	72 75
120 145		Saugus,	3 46.7	1,300 00	-	-	375	80 00
197 146		West Boylston,	3 46.2	900 00	68 97	968 97	280	75 00
235 147		Brewster,	3 46	1,000 00	-	-	289	50 00
204 148		Athol,	3 45.6	1,500 00	-	-	434	20 00
155 149		Canton,	3 44.8	2,000 00	-	-	580	30 00
148 150		Phillipston,	3 42.9	600 00	-	-	175	24 00
201 151		Medfield,	3 42.9	600 00	-	-	175	-
206 152		Marblehead,	3 42.7	5,500 00	-	-	1605	-
156 153		Lee,	3 42.6	2,597 09	-	-	758	700 00
121 154		Westminster,	3 41.7	1,500 00	-	-	439	-
147 155		Princeton,	3 40.5	1,000 00	65 86	1,065 86	313	101 12
185 156		Beverly,	3 39.8	4,000 00	-	-	1177	-
144 157		Ashby,	3 39.6	900 00	-	-	265	-
274 158		Westfield,	3 38.6	3,000 00	-	-	886	503 02
100 159		Westport,	3 38.4	2,000 00	284 25	2,284 25	675	680 54
169 160		Bellingham,	3 38.4	800 00	140 63	940 63	278	-
297 161		Tolland,	3 37.9	250 00	71 00	321 00	95	397 38
160 162		Warwick,	3 36.5	700 00	-	-	208	13 50
181 163		Millbury,	3 36.4	1,850 00	-	-	550	-
67 164		Groton,	3 35.6	2,000 00	-	-	596	-
203 165		Barnstable,	3 35.3	3,000 00	1,000 00	4,000 00	1193	500 00
270 166		Grafton,	3 34.9	2,800 00	60 00	2,860 00	854	10 00
211 167		Stoughton,	3 34.7	2,500 00	-	-	747	-
157 168		Warren,	3 34.3	1,200 00	-	-	359	151 00
106 169		Dracut,	3 34.3	1,200 00	-	-	359	10 00
161 170		Rowe,	3 33.3	500 00	-	-	150	78 00
71 171		Greenwich,	3 33.3	600 00	-	-	180	60 00
129 172		Ipswich,	3 33.3	2,300 00	-	-	690	-
236 173		Dartmouth,	3 31.5	3,000 00	-	-	905	634 27
170 174		Franklin,	3 31.5	1,200 00	-	-	362	-
135 175		Rockport,	3 30.7	2,500 00	-	-	756	-



For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 10 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
131	176	Middlefield,	\$3 29.6	\$500 00	\$90 00	\$590 00	179	\$492 00
233	177	Wenham,	3 27.1	700 00	-	-	214	-
189	178	Otis,	3 25	650 00	-	-	200	445 88
168	179	Acton,	3 23.5	1,100 00	-	-	340	-
225	180	Whately,	3 23.4	650 00	-	-	201	157 32
174	181	Amherst,	3 23.1	2,100 00	-	-	650	-
277	182	Rutland,	3 22.6	900 00	-	-	279	-
154	183	Westhampton,	3 21.4	450 00	-	-	140	246 00
159	184	Mendon,	3 20.9	800 00	124 06	924 06	288	-
207	185	Egremont,	3 20.5	625 00	-	-	195	30 00
259	186	Easton,	3 20.2	1,700 00	-	-	531	35 00
183	187	Auburn,	3 19.1	600 00	-	-	188	40 00
142	188	New Salem,	3 18.5	1,000 00	-	-	314	55 00
230	189	Sutton,	3 18.5	1,500 00	-	-	471	32 00
93	190	Enfield,	3 18.2	700 00	-	-	220	-
133	191	Braintree,	3 17.5	2,200 00	-	-	693	50 00
158	192	Sterling,	3 15.5	1,300 00	-	-	412	25 00
268	193	Raynham,	3 14.5	1,000 00	-	-	318	-
252	194	Erving,	3 12.5	250 00	56 21	306 21	98	-
196	195	Gill,	3 08.6	500 00	-	-	162	138 00
152	196	Dighton,	3 08.4	1,075 00	100 00	1,175 00	381	131 00
284	197	Monterey,	3 08.1	400 00	117 60	516 60	168	375 00
98	198	Charlton,	3 07.7	1,200 00	-	-	390	42 00
199	199	Lynnfield,	3 06.1	600 00	-	-	196	-
213	200	Andover,	3 06.1	4,500 00	-	-	1470	-
188	201	Cummington,	3 05.8	700 00	150 00	850 00	278	396 00
190	202	Falmouth,	3 05.4	1,500 00	320 00	1,820 00	596	400 00
245	203	Lanesborough,	3 05.3	600 00	154 20	754 20	247	640 80
220	204	Orange,	3 03	1,100 00	-	-	363	-
237	205	Berlin,	3 03	500 00	-	-	165	-
194	206	Westborough,	3 02.3	1,300 00	-	-	430	-
146	207	Sandisfield,	3 02.1	750 00	201 75	951 75	315	600 00
137	208	Marlborough,	3 02	2,150 00	-	-	712	-
200	209	Eastham,	3 01.6	505 00	50 00	555 00	184	18 00
177	210	Pawtucket,	2 99.2	2,750 00	-	-	919	-
272	211	Williamsburg,	2 98.5	1,000 00	-	-	335	285 00
164	212	Winchendon,	2 97.2	1,400 00	-	-	471	-
242	213	Easthampton,	2 96.6	700 00	-	-	236	193 00
254	214	Northbridge,	2 96.3	1,200 00	-	-	405	-
182	215	Shelburne,	2 95.6	800 00	-	-	271	225 00
232	216	Wales,	2 94.1	400 00	-	-	136	20 00
179	217	Oakham,	2 94.1	700 00	-	-	238	10 50
224	218	Topsfield,	2 94.1	700 00	-	-	238	-
303	219	Cheshire,	2 91.7	700 00	-	-	240	563 50
221	220	Ludlow,	2 91.7	700 00	-	-	240	300 00
193	221	Heath,	2 91.3	600 00	-	-	206	251 50
222	222	Seekonk,	2 91.3	1,200 00	242 00	1,442 00	495	423 00
191	223	Dudley,	2 91.3	900 00	-	-	309	70 00

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
219 224		Southampton,	\$2 91	\$555 00	\$155 00	\$710 00	244	-
227 225		Wilbraham,	2 90.8	1,200 00	73 79	1,273 79	438	\$457 00
223 226		Templeton,	2 90.8	1,300 00	-	-	447	-
151 227		Peru,	2 88.5	300 00	-	-	104	288 00
257 228		Salisbury,	2 87.8	2,000 00	-	-	695	-
178 229		Sandwich,	2 87.7	3,000 00	374 95	3,374 95	1173	85 00
210 230		Plympton,	2 87.1	600 00	-	-	209	184
214 231		Monson,	2 86.7	1,600 00	-	-	558	613 67
162 232		Southborough,	2 86.6	900 00	-	-	314	-
195 233		Russell,	2 85.7	300 00	-	-	105	197 00
267 234		Shutesbury,	2 84.4	600 00	-	-	211	130 00
268 235		Sheffield,	2 83.3	1,700 00	130 72	1,830 72	646	572 58
198 236		Monroe,	2 83.3	158 00	12 00	170 00	60	-
176 237		Norton,	2 82.4	1,200 00	-	-	425	-
184 238		Northfield,	2 82	1,000 00	66 00	1,066 00	378	225 00
212 239		West Newbury,	2 81.9	1,150 00	-	-	408	46 25
215 240		Townsend,	2 80.4	1,200 00	-	-	428	80 75
234 241		Wareham,	2 78.6	2,000 00	-	-	718	-
247 242		Chilmark,	2 77.8	400 00	-	-	144	-
238 243		Middleton,	2 76.2	500 00	-	-	181	-
123 244		Boylston,	2 74	600 00	-	-	219	47 00
262 245		Somerset,	2 73.4	700 00	-	-	256	60 00
306 246		Bradford,	2 73.2	735 00	-	-	269	-
187 247		E. Bridgewater,	2 73.2	1,500 00	-	-	549	-
273 248		Georgetown,	2 72.7	1,200 00	27 07	1,227 07	450	-
263 249		Hancock,	2 72.4	365 00	-	-	134	188 00
167 250		Palmer,	2 72.3	2,200 00	19 50	2,219 50	815	117 50
258 251		Charlemont,	2 72.2	600 00	42 49	642 49	236	302 00
240 252		W. Stockbridge,	2 71.9	700 00	153 24	853 24	315	299 62
287 253		Rehoboth,	2 71.3	1,000 00	139 55	1,139 55	420	303 00
192 254		Upton,	2 70.9	1,200 00	-	-	443	-
269 255		N. Brookfield,	2 69.1	1,200 00	-	-	446	35 00
241 256		Holden,	2 67.4	1,200 00	-	-	448	-
280 257		Conway,	2 66.7	992 25	-	-	372	558 00
264 258		Leyden,	2 66.7	400 00	-	-	150	250 00
216 259		Oxford,	2 66.4	1,500 00	-	-	563	173 00
202 260		N. Bridgewater,	2 65.6	2,600 00	-	-	979	-
218 261		Hubbardston,	2 64.3	1,200 00	-	-	454	-
205 262		Rochester,	2 64.2	2,000 00	-	-	757	79 75
302 263		Carver,	2 63.2	700 00	-	-	266	258 32
173 264		Goshen,	2 63.2	300 00	-	-	114	176 00
256 265		Holland,	2 63.2	200 00	-	-	76	91 96
285 266		Groveland,	2 60.8	725 00	-	-	278	-
217 267		W. Brookfield,	2 59.7	800 00	-	-	308	-
231 268		Belchertown,	2 59.3	1,600 00	-	-	617	175 00
309 269		Southbridge,	2 58.9	1,600 00	-	-	618	-
288 270		Swansey,	2 58.6	600 00	-	-	232	309 00
59 271		Stoneham,	2 57.7	1,000 00	-	-	388	75 00

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
265	272	Gardner,	\$2 56.4	\$1,000 00	-	-	390	-
250	273	N. Marlborough	2 56.3	700 00	\$325 25	\$1025 25	400	\$530 00
239	274	Chester,	2 54.8	800 00	-	-	314	572 50
249	275	Freetown,	2 54.5	1,000 00	-	-	393	15 00
229	276	Chatham,	2 54.4	1,300 00	-	-	511	701 00
281	277	Wendell,	2 52.8	450 00	-	-	178	10 67
186	278	Blackstone,	2 51.9	2,000 00	280 00	2,280 00	905	225 00
248	279	Uxbridge,	2 51.5	1,200 00	221 05	1,421 05	565	-
261	280	Orleans,	2 50	1,100 00	-	-	440	130 00
255	281	Mansfield,	2 50	965 00	-	-	386	25 00
290	282	Dana,	2 47.2	440 00	-	-	178	122 84
282	283	Ashfield,	2 47.1	850 00	-	-	344	375 76
275	284	Becket,	2 45.5	600 00	75 00	675 00	275	697 25
243	285	Norwich,	2 43.9	400 00	-	-	164	373 50
293	286	Tyringham,	2 42.2	400 00	36 00	436 00	180	364 00
228	287	Randolph,	2 41.1	2,500 00	-	-	1037	-
300	288	Spencer,	2 39	1,200 00	-	-	502	21 00
276	289	Wellfleet,	2 38.5	1,200 00	95 00	1,295 00	543	849 25
246	290	Berkley,	2 37	500 00	-	-	211	65 00
292	291	Sudbury,	2 36.4	780 00	-	-	330	-
251	292	Worthington,	2 36.1	500 00	146 98	646 98	274	572 97
279	293	Coleraine,	2 35.8	1,000 00	-	-	424	211 35
*	294	Marion,	2 35.8	500 00	-	-	212	-
226	295	Blandford,	2 32.2	600 00	194 16	794 16	342	721 28
286	296	Dalton,	2 27.3	600 00	-	-	264	308 00
321	297	Williamstown,	2 25.6	1,500 00	-	-	665	600 00
304	298	Leverett,	2 25.1	448 00	-	-	199	268 46
291	299	Hawley,	2 24.2	500 00	-	-	223	364 50
271	300	Sturbridge,	2 22.2	1,200 00	-	-	540	125 00
253	301	Leicester,	2 19.3	1,160 00	-	-	529	-
296	302	Prescott,	2 17.4	350 00	-	-	161	137 50
278	303	Alford,	2 15.5	250 00	-	-	116	168 00
295	304	Florida,	2 14.7	350 00	-	-	163	158 97
312	305	Hinsdale,	2 11	650 00	-	-	308	217 50
289	306	W. Springfield,	2 06.9	1,500 00	-	-	725	1882 00
314	307	Gt. Barrington,	2 06.6	1,500 00	-	-	726	800 00
315	308	Washington,	2 05.1	400 00	-	-	195	461 00
298	309	Bernardston,	2 03.3	500 00	-	-	246	120 18
318	310	Adams,	2 02.5	2,710 00	14 00	2,724 00	1345	330 00
316	311	Savoy,	2 00	410 00	-	-	205	337 00
307	312	Stockbridge,	1 96.9	1,000 00	-	-	508	130 00
266	313	Windsor,	1 96.1	400 00	-	-	204	299 25
299	314	Chesterfield,	1 93.4	500 00	-	-	258	405 20
310	315	Lenox,	1 88.7	700 00	-	-	371	473 50
311	316	Richmond,	1 86.3	300 00	-	-	161	289 00
308	317	Granville,	1 84.6	600 00	-	-	325	450 00
305	318	Clarksburg,	1 81.8	200 00	-	-	110	144 00
283	319	Pelham,	1 78.5	416 00	-	-	233	130 50

\* Newly Incorporated.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
313 320		Truro,	\$1 72.7	\$900 00	-	-	521	-
317 321		Harwich,	1 62.5	1,500 00	-	-	923	\$703 33
322 322		Mt. Washington	1 61.3	150 00	-	-	93	177 99
320 323		Dennis,	1 52	1,300 00	-	-	855	1450 75
319 324		Southwick,*	-	-	-	-	242	409 00
301 325		New Ashford,	No	returns.				
		Nahant,	} Newly	incorporat'd				
		N. Reading,						
		Lakeville,						

\* This town has a large School Fund, the income of which is appropriated for the support of Common Schools, instead of money raised by taxation.

## GRADUATED TABLES—FIRST SERIES.

*Tables, showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the town between the ages of 5 and 15 years.*

## SUFFOLK COUNTY.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	\$8 12.8	\$198432 37	—	—	24412	—
*	2	Winthrop,	7 84.3	400 00	—	—	51	—
3	3	Chelsea,	5 65.7	8,225 00	—	—	1,454	—
2	4	North Chelsea,	5 21.7	600 00	—	—	115	—

## ESSEX COUNTY.

1	1	LAWRENCE,	7 16.9	11,900 00	—	—	1,660	—
*	2	Swampscott,	6 19.5	1,400 00	—	—	226	—
2	3	Lynn,	5 88.4	18,000 00	—	—	3,059	—
3	4	Salem,	4 63.6	19,337 48	—	—	4,150	—
17	5	Boxford,	4 42.5	900 00	\$51 40	\$951 40	215	—
6	6	Haverhill,	4 29.7	5,000 00	521 17	5,521 17	1,285	—
8	7	Gloucester,	4 28.7	7,400 00	—	—	1,726	—
9	8	Manchester,	4 08.2	1,600 00	—	—	392	—
4	9	Danvers,	4 00.6	7,255 50	600 00	7,855 50	1,961	—
18	10	Rowley,	3 91.1	700 00	—	—	179	—
7	11	Essex,	3 86.9	1,300 00	—	—	336	—
5	12	Newbury,	3 71.2	1,000 00	—	—	269	—
11	13	Amesbury,	3 71.1	2,000 00	—	—	539	—
15	14	Methuen,	3 71.1	1,800 00	—	—	485	—
10	15	Newburyport,	3 64.4	10,000 00	—	—	2,744	—
12	16	Hamilton,	3 61.4	600 00	—	—	166	—
13	17	Saugus,	3 46.7	1,300 00	—	—	375	\$80 00
21	18	Marblehead,	3 42.7	5,500 00	—	—	1,605	—
19	19	Beverly,	3 39.8	4,000 00	—	—	1,177	—
14	20	Ipswich,	3 33.3	2,300 00	—	—	690	—
16	21	Rockport,	3 30.7	2,500 00	—	—	756	—
25	22	Wenham,	3 27.1	700 00	—	—	214	—
20	23	Lynnfield,	3 06.1	600 00	—	—	196	—
23	24	Andover,	3 06.1	4,500 00	—	—	1,470	—
24	25	Topsfield,	2 94.1	700 00	—	—	238	—
27	26	Salisbury,	2 87.8	2,000 00	—	—	695	—
22	27	West Newbury,	2 81.9	1,150 00	—	—	408	46 25
26	28	Middleton,	2 76.2	500 00	—	—	181	—
30	29	Bradford,	2 73.2	735 00	—	—	269	—
28	30	Georgetown,	2 72.7	1,200 00	27 07	1,227 07	450	—
29	31	Groveland,	2 60.8	725 00	—	—	278	—
*		Nahant,	—	—	—	—	—	—

\* Newly incorporated.



## MIDDLESEX COUNTY.

For 1831-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	WINCHES'R,	\$9 88.1	\$2,500 00	-	-	253	-
2	2	Somerville,	9 04.1	6 880 00	-	-	761	-
5	3	Concord,	8 43	2,900 00	-	-	344	-
3	4	Lowell,	7 78.5	44,415 82	-	-	5,705	-
4	5	Brighton,	7 69.2	3,500 00	-	-	455	-
7	6	Charlestown,	7 04.2	23,550 00	-	-	3,343	-
6	7	Cambridge,	6 93.9	24,253 15	-	-	3,495	-
15	8	W. Cambridge,	6 77.8	2,440 00	-	-	360	-
6	9	Lexington,	6 44.3	2,500 00	-	-	388	-
10	10	Waltham,	6 39.3	5,600 00	-	-	876	-
14	11	Watertown,	6 08.2	3,400 00	-	-	559	-
12	12	Medford,	6 04.5	4,800 00	-	-	794	-
23	13	Newton,	5 59.7	6,000 00	-	-	1,072	-
13	14	Littleton,	5 55.6	1,050 00	-	-	189	-
17	15	Lincoln,	5 53.7	670 60	-	-	121	\$16 50
11	16	Malden,	5 36.9	4,000 00	-	-	745	300 00
20	17	South Reading,	5 36.9	2,400 00	-	-	447	-
9	18	Boxborough,	5 26.3	400 00	-	-	76	15 00
18	19	Bedford,	4 91.3	885 00	\$92 63	\$977 63	199	-
21	20	Weston,	4 88.9	1,100 00	-	-	225	-
22	21	Framingham,	4 78.3	3,850 00	-	-	805	-
16	22	Carlisle,	4 68.8	6 0 00	-	-	128	-
48	23	Natick,	4 56.1	2,600 00	-	-	570	-
34	24	Woburn,	4 51.3	3,790 91	-	-	840	-
26	25	Tewksbury,	4 44.4	1,000 00	-	-	225	23 80
33	26	Wayland,	4 44.3	900 00	50 73	950 73	214	-
32	27	Chelmsford,	4 36.7	2,000 00	-	-	458	33 00
30	28	Sherborn,	4 26.3	925 00	-	-	217	-
29	29	Tyngsborough,	4 18.8	800 00	-	-	191	-
25	30	Dunstable,	4 16.7	450 00	-	-	108	47 00
38	31	Reading,	4 05.2	2,500 00	-	-	617	-
31	32	Billerica,	3 98.9	1,500 00	-	-	376	-
42	33	Shirley,	3 98.2	900 00	-	-	226	105 00
24	34	Hopkinton,	3 94.3	2,575 00	-	-	653	-
19	35	Wilmington,	3 93.1	625 00	-	-	159	14 00
41	36	Westford,	3 90.9	1,200 00	-	-	307	-
39	37	Melrose,	3 85.9	1,153 94	-	-	299	-
49	38	Pepperell,	3 62.3	1,000 00	-	-	276	80 00
40	39	Stowe,	3 59.7	1,000 00	-	-	278	-
35	40	Burlington,	3 58.9	300 00	58 93	358 93	100	-
37	41	Holliston,	3 54.6	2,000 00	-	-	564	-
45	42	Ashland,	3 49.2	1,100 00	-	-	315	-
44	43	Ashby,	3 39.6	900 00	-	-	265	-
28	44	Groton,	3 35.6	2,000 00	-	-	596	-
36	45	Dracut,	3 34.3	1,200 00	-	-	359	10 00
46	46	Acton,	3 23.5	1,100 00	-	-	340	-
43	47	Marlborough,	3 02	2,150 00	-	-	712	-
47	48	Townsend,	2 80.4	1,200 00	-	-	428	80 75
27	49	Stoneham,	2 57.7	1,000 00	-	-	388	75 00
50	50	Sudbury,	2 36.4	780 00	-	-	330	-
*		N. Reading,	-	-	-	-	-	-

\* Newly incorporated.

## SCHOOL RETURNS—1852-3.

lix

## WORCESTER COUNTY.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	WORCESTER,	\$5 59.9	\$18,000 00	-	-	3,215	-
9	2	Bolton,	5 00	1,200 06	\$66 97	\$1275 03	255	-
7	3	N. Braintree,	4 81.9	800 00	-	-	166	-
4	4	Hardwick,	4 64.3	1,300 00	-	-	280	-
5	5	Clinton,	4 56.3	2,400 00	-	-	526	-
3	6	Lancaster,	4 49.4	1,600 00	-	-	356	-
6	7	Fitchburg,	4 41.9	4,600 00	-	-	1,041	-
31	8	Shrewsbury,	4 12	1,100 00	-	-	267	-
16	9	Northborough,	4 05.8	1,250 00	-	-	308	\$20 00
2	10	Milford,	4 00	3,700 00	-	-	925	-
15	11	Brookfield,	3 98.8	1,300 00	-	-	326	-
14	12	Douglas,	3 95.7	1,500 00	138 00	1,638 00	414	-
24	13	Barre,	3 85.9	2,300 00	-	-	596	111 59
10	14	Paxton,	3 83	600 00	35 82	635 82	166	-
12	15	Harvard,	3 79.1	1,200 00	36 00	1,236 00	326	-
8	16	Webster,	3 74.5	2,000 00	-	-	534	-
13	17	Royalston,	3 70.4	1,200 00	-	-	324	27 00
30	18	Petersham,	3 62.7	1,200 00	-	-	332	-
20	19	Lunenburg,	3 62.3	1,000 00	-	-	276	-
21	20	Leominster,	3 55.4	2,150 00	-	-	605	59 50
19	21	Ashburnham,	3 51.3	1,500 00	-	-	427	-
39	22	West Boylston,	3 46.2	900 00	68 97	968 97	280	75 00
40	23	Athol,	3 45.6	1,500 00	-	-	434	20 00
23	24	Phillipston,	3 42.9	600 00	-	-	175	24 00
17	25	Westminster,	3 41.7	1,500 00	-	-	439	-
22	26	Princeton,	3 40.5	1,000 00	65 86	1,065 86	313	101 12
33	27	Millbury,	3 36.4	1,850 00	-	-	550	-
53	28	Grafton,	3 34.9	2,800 00	60 00	2,860 00	854	10 00
25	29	Warren,	3 34.3	1,200 00	-	-	359	151 00
55	30	Rutland,	3 22.6	900 00	-	-	279	-
27	31	Mendon,	3 20.9	800 00	124 06	924 06	288	-
34	32	Auburn,	3 19.1	600 00	-	-	188	40 00
45	33	Sutton,	3 18.5	1,500 00	-	-	471	32 00
26	34	Sterling,	3 15.5	1,300 00	-	-	412	25 00
11	35	Charlton,	3 07.7	1,200 00	-	-	390	42 00
46	36	Berlin,	3 03	500 00	-	-	165	-
38	37	Westborough,	3 02.3	1,300 00	-	-	430	-
29	38	Winchendon,	2 97.2	1,400 00	-	-	471	-
50	39	Northbridge,	2 96.3	1,200 00	-	-	405	-
32	40	Oakham,	2 94.1	700 00	-	-	238	10 50
36	41	Dudley,	2 91.3	900 00	-	-	309	70 00
44	42	Templeton,	2 90.8	1,300 00	-	-	447	-
28	43	Southborough,	2 86.6	900 00	-	-	314	-
18	44	Boylston,	2 74	600 00	-	-	219	47 00
37	45	Upton,	2 70.9	1,200 00	-	-	443	-
52	46	N. Brookfield,	2 69.1	1,200 00	-	-	446	35 00
47	47	Holden,	2 67.4	1,200 00	-	-	448	-
41	48	Oxford,	2 66.4	1,500 00	-	-	563	173 00

## BOARD OF EDUCATION.

## WORCESTER COUNTY—CONTINUED.

For 1861-2.	For 1862-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
43	49	Hubbardston,	\$2 64.3	\$1,200 00	-	-	454	-
42	50	W. Brookfield,	2 59.7	800 00	-	-	308	-
58	51	Southbridge,	2 58.9	1,600 00	-	-	618	-
51	52	Gardner,	2 56.4	1,000 00	-	-	390	-
35	53	Blackstone,	2 51.9	2,000 00	\$280 00	2,280 00	905	\$225 00
48	54	Uxbridge,	2 51.5	1,200 00	221 05	1,421 05	565	-
56	55	Dana,	2 47.2	440 00	-	-	178	122 84
57	56	Spencer,	2 39	1,200 00	-	-	502	21 00
54	57	Sturbridge,	2 22.2	1,200 00	-	-	540	125 00
49	58	Leicester,	2 19.3	1,160 00	-	-	529	-

## HAMPSHIRE COUNTY.

4	1	HATFIELD,	4 90.2	1,000 00	-	-	204	24 00
1	2	Northampton,	4 42.8	5,000 00	-	-	1,129	42 00
10	3	Ware,	4 39.2	2,600 00	-	-	592	-
9	4	Plainfield,	4 02.7	600 00	-	-	149	255 00
7	5	Granby,	3 93.5	850 00	-	-	216	-
6	6	Hadley,	3 53.8	1,500 00	-	-	424	-
5	7	South Hadley,	3 52.1	1,500 00	-	-	426	64 00
2	8	Greenwich,	3 33.3	600 00	-	-	180	60 00
8	9	Middlefield,	3 29.6	500 00	90 00	590 00	179	492 00
13	10	Amherst,	3 23.1	2,100 00	-	-	650	-
11	11	Westhampton,	3 21.4	450 00	-	-	140	246 00
3	12	Enfield,	3 18.2	700 00	-	-	220	-
14	13	Cummington,	3 05.8	700 00	150 00	850 00	278	396 00
20	14	Williamsburg,	2 98.5	1,000 00	-	-	335	285 00
17	15	Easthampton,	2 96.6	700 00	-	-	236	193 00
15	16	Southampton,	2 91	555 00	155 00	710 00	244	-
12	17	Goshen,	2 63.2	300 00	-	-	114	176 00
16	18	Belchertown,	2 59.3	1,600 00	-	-	617	175 00
18	19	Norwich,	2 43.9	400 00	-	-	164	373 50
19	20	Worthington,	2 36.1	500 00	146 98	646 98	274	572 97
22	21	Prescott,	2 17.4	350 00	-	-	161	137 50
23	22	Chesterfield,	1 93.4	500 00	-	-	258	405 20
21	23	Pelham,	1 78.5	416 00	-	-	233	130 50

## HAMPDEN COUNTY.

1	1	SPRINGFIELD,	6 11	12,000 00	1369 72	13369 72	2,188	-
3	2	Longmeadow,	5 48	1,370 12	-	-	250	-
2	3	Chicopee,	5 05.1	6,879 31	635 89	7,515 20	1,488	-
6	4	Holyoke,	4 50.5	2,500 00	-	-	555	-

## SCHOOL RETURNS—1852-3.

lxi

## HAMPDEN COUNTY—CONTINUED.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
5	5	Brimfield,	\$3 67.6	\$1,000 00	—	—	272	\$73 00
4	6	Montgomery,	3 57.1	300 00	—	—	84	80 00
16	7	Westfield,	3 38 6	3,000 00	—	—	886	503 02
18	8	Tolland,	3 37.9	250 00	\$71 00	\$321 00	95	397 38
13	9	Wales,	2 94.1	400 00	—	—	136	20 00
10	10	Ludlow,	2 91.7	700 00	—	—	240	300 00
12	11	Wilbraham,	2 90.8	1,200 00	73 79	1,273 79	438	457 00
9	12	Monson,	2 86.7	1,600 00	—	—	558	613 67
8	13	Russell,	2 85.7	300 00	—	—	105	197 00
7	14	Palmer,	2 72.3	2,200 00	19 50	2,219 50	815	117 50
15	15	Holland,	2 63.2	200 00	—	—	76	91 96
14	16	Chester,	2 54.8	800 00	—	—	314	572 50
11	17	Blandford,	2 32.2	600 00	194 16	794 16	342	721 28
17	18	W. Springfield,	2 06.9	1,500 00	—	—	725	1882 00
19	19	Granville,	1 84.6	600 00	—	—	325	450 00
20	20	Southwick,*	—	—	—	—	242	409 00

## FRANKLIN COUNTY.

2	1	GREENFIELD,	4 23.7	2,500 00	—	—	590	—
24	2	Buckland,	4 03.7	1,001 25	—	—	248	51 00
1	3	Sunderland,	3 78.4	700 00	—	—	185	61 20
7	4	Deerfield,	3 50	1,634 50	—	—	467	397 25
3	5	Montague,	3 47.3	1,092 00	172 00	1,264 00	364	467 62
5	6	Warwick,	3 36.5	700 00	—	—	208	13 50
6	7	Rowe,	3 33.3	500 00	—	—	150	78 00
14	8	Whately,	3 23.4	650 00	—	—	201	157 32
4	9	N. Salem,	3 18.5	1,000 00	—	—	314	55 00
15	10	Erving,	3 12.5	250 00	56 21	306 21	98	—
11	11	Gill,	3 08.6	500 00	—	—	162	138 00
13	12	Orange,	3 03	1,100 00	—	—	363	—
8	13	Shelburne,	2 95.6	800 00	—	—	271	225 00
10	14	Heath,	2 91.3	600 00	—	—	206	251 50
18	15	Shutesbury,	2 84.4	600 00	—	—	211	130 00
12	16	Monroe,	2 83.3	158 00	12 00	170 00	60	—
9	17	Northfield,	2 82	1,000 00	66 00	1,066 00	378	225 00
16	18	Charlemont,	2 72.2	600 00	42 49	642 49	236	302 00
20	19	Conway,	2 66.7	992 25	—	—	372	558 00
17	20	Leyden,	2 66.7	400 00	—	—	150	250 00
21	21	Wendell,	2 52.8	450 00	—	—	178	10 67
22	22	Ashfield,	2 47.1	850 00	—	—	344	375 76
19	23	Coleraine,	2 35.8	1,000 00	—	—	424	211 35
26	24	Leverett,	2 25.1	448 00	—	—	199	268 46
23	25	Hawley,	2 24.2	500 00	—	—	223	364 50
25	26	Bernardston,	2 03.3	500 00	—	—	246	120 18

\* Raised nothing by tax, but appropriated the income of a fund (\$937 08) for the support of public schools, or \$3 82.2 per child between 5 and 15.



## BERKSHIRE COUNTY.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	PITTSFIELD,	\$3 59.8	\$4,800 00	-	-	1,334	\$250 00
4	2	Lee,	3 42.6	2,597 09	-	-	758	700 00
5	3	Otis,	3 25	650 00	-	-	200	445 88
6	4	Egremont,	3 20.5	625 00	-	-	195	30 00
15	5	Monterey,	3 08.1	400 00	\$117 60	\$517 60	168	375 00
8	6	Lanesborough,	3 05.3	600 00	154 20	754 20	247	640 80
2	7	Sandisfield,	3 02.1	750 00	201 75	951 75	315	600 00
20	8	Cheshire,	2 91.7	700 00	-	-	240	563 50
3	9	Peru,	2 88.5	300 00	-	-	104	288 00
12	10	Sheffield,	2 83.3	1,700 00	130 72	1,830 72	646	572 58
10	11	Hancock,	2 72.4	365 00	-	-	134	188 00
7	12	W. Stockbridge	2 71.9	700 00	153 24	853 24	315	299 62
9	13	N. Marlborough	2 56.3	700 00	325 25	1,025 25	400	530 00
13	14	Becket,	2 45.5	600 00	75 00	675 00	275	697 25
17	15	Tyringham,	2 42.2	400 00	36 00	436 00	180	364 00
16	16	Dalton,	2 27.3	600 00	-	-	264	308 00
30	17	Williamstown,	2 25.6	1,500 00	-	-	665	600 00
14	18	Alford,	2 15.5	250 00	-	-	116	168 00
18	19	Florida,	2 14.7	350 00	-	-	163	158 97
25	20	Hinsdale,	2 11	650 00	-	-	308	217 50
26	21	Gt. Barrington,	2 06.6	1,500 00	-	-	726	800 00
27	22	Washington,	2 05.1	400 00	-	-	195	461 00
29	23	Adams,	2 02.5	2,710 00	14 00	2,724 00	1,345	330 00
28	24	Savoy,	2 00	410 00	-	-	205	337 00
22	25	Stockbridge,	1 96.9	1,000 00	-	-	508	130 00
11	26	Windsor,	1 96.1	400 00	-	-	204	299 25
23	27	Lenox,	1 88.7	700 00	-	-	371	473 50
24	28	Richmond,	1 86.3	300 00	-	-	161	289 00
21	29	Clarksburg,	1 81.8	200 00	-	-	110	144 00
31	30	Mt. Washington	1 61.3	150 00	-	-	93	177 99
19	31	New Ashford,	No	returns.	-	-	-	-

## NORFOLK COUNTY.

1	1	BROOKLINE,	10 45.9	4,100 00	-	-	392	-
3	2	W. Roxbury,	9 23.1	6,000 00	-	-	650	-
2	3	Dedham,	8 86.7	7,122 50	60 00	7,182 50	810	100 00
4	4	Roxbury,	7 85.7	24,709 61	-	-	3,145	-
6	5	Milton,	7 35	3,300 00	-	-	449	-
5	6	Dorchester,	6 81.7	11,677 54	-	-	1,713	-
7	7	Dover,	6 00	600 00	-	-	100	-
10	8	Quincy,	5 23	5,800 00	-	-	1,109	141 00
9	9	Medway,	5 09.1	2,800 00	-	-	550	-
8	10	Cohasset,	4 86.5	1,800 00	-	-	370	-
11	11	Walpole,	4 52	1,600 00	-	-	354	200 00



## NORFOLK COUNTY—CONTINUED.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
12	12	Sharon,	\$4 08.9	\$800 00	\$120 00	\$920 00	225	\$7 00
13	13	Needham,	3 79	1,410 00	—	—	372	—
14	14	Wrentham,	3 65.1	2,250 00	341 86	2,591 86	710	14 00
16	15	Weymouth,	3 61.7	4,000 00	—	—	1,106	80 00
17	16	Foxborough,	3 60.8	1,400 00	—	—	388	—
18	17	Canton,	3 44.8	2,000 00	—	—	580	30 00
21	18	Medfield,	3 42.9	600 00	—	—	175	—
19	19	Bellingham,	3 38.4	800 00	140 63	940 63	278	—
22	20	Stoughton,	3 34.7	2,500 00	—	—	747	—
20	21	Franklin,	3 31.5	1,200 00	—	—	362	—
15	22	Braintree,	3 17.5	2,200 00	—	—	693	50 00
23	23	Randolph,	2 41.1	2,500 00	—	—	1,037	—

## BRISTOL COUNTY.

1	1	N. BEDFORD,	7 10.8	22,126 84	—	—	3,099	—
2	2	Fairhaven,	6 10.2	6,700 00	—	—	1,098	—
3	3	Attleborough,	5 41.6	5,031 63	—	—	929	—
5	4	Taunton,	4 81	12,000 00	—	—	2,495	—
4	5	Fall River,	4 13.8	11,000 00	—	—	2,658	—
6	6	Westport,	3 38.4	2,000 00	284 25	2,284 25	675	680 54
12	7	Dartmouth,	3 31.5	3,000 00	—	—	905	634 27
16	8	Eastham,	3 20.2	1,700 00	—	—	531	35 00
10	9	Raynham,	3 14.5	1,000 00	—	—	318	—
7	10	Dighton,	3 08.4	1,075 00	100 00	1,175 00	381	131 00
9	11	Pawtucket,	2 99.2	2,750 00	—	—	919	—
11	12	Seekonk,	2 91.3	1,200 00	242 00	1,442 00	495	423 00
8	13	Norton,	2 82.4	1,260 00	—	—	425	—
17	14	Somerset,	2 73.4	700 00	—	—	256	60 00
18	15	Rehoboth,	2 71.3	1,000 00	139 55	1,139 55	420	303 00
19	16	Swansey,	2 58.6	600 00	—	—	232	309 00
14	17	Freetown,	2 54.5	1,000 00	—	—	393	15 00
15	18	Mansfield,	2 50	965 00	—	—	386	25 00
13	19	Berkley,	2 37	500 00	—	—	211	65 00

## PLYMOUTH COUNTY.

1	1	KINGSTON,	5 59.4	1,600 00	—	—	286	—
2	2	Plymouth,	5 22	7,000 00	—	—	1,341	77 75
15	3	Abington,	4 71.1	5,000 00	—	—	1,061	—
3	4	South Scituate,	4 64.5	1,700 00	—	—	366	—
7	5	Duxbury,	4 61.7	2,100 00	296 25	2,396 25	519	—
5	6	Hingham,	4 37.3	3,476 82	—	—	795	—

## PLYMOUTH COUNTY—CONTINUED.

For 1851-2.	For 1852-3.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
6	7	Scituate,	\$4 32.9	\$2,000 00	—	—	462	\$106 00
8	8	Pembroke,	4 10	1,000 00	\$152 00	1,152 00	281	28 00
14	9	W. Bridgewater	3 89.6	1,200 00	—	—	308	—
11	10	Hanover,	3 79.2	1,350 00	—	—	356	—
4	11	Hull,	3 77.9	215 43	—	—	57	—
10	12	Hanson,	3 73.4	900 00	—	—	241	—
9	13	Bridgewater,	3 60.4	2,000 00	—	—	555	200 00
12	14	Middleborough,	3 52.7	4,000 00	—	—	1,134	692 33
13	15	Marshfield,	3 50 6	1,350 00	—	—	385	—
16	16	Halifax,	3 46.8	600 00	—	—	173	72 75
20	17	Plympton,	2 87.1	600 00	—	—	209	184 00
21	18	Wareham,	2 78.6	2,000 00	—	—	718	—
17	19	E. Bridgewater,	2 73.2	1,500 00	—	—	549	—
18	20	N. Bridgewater,	2 65.6	2,600 00	—	—	979	—
19	21	Rochester,	2 64.2	2,000 00	—	—	757	79 75
22	22	Carver,	2 63.2	700 00	—	—	266	258 32
*		Marion,	2 35.8	500 00	—	—	212	—
*		Lakeville,	—	—	—	—	—	—

## BARNSTABLE COUNTY.

1	1	PROVINCE'N,	5 14.6	3,000 00	—	—	583	—
6	2	Yarmouth,	3 60.4	2,000 00	—	—	555	200 00
8	3	Brewster,	3 46	1,000 00	—	—	289	50 00
5	4	Barnstable,	3 35.3	3,000 00	1000 00	4,000 00	1,193	500 00
3	5	Falmouth,	3 05.4	1,500 00	320 00	1,820 00	596	400 00
4	6	Eastham,	3 01.6	505 00	50 00	555 00	184	18 00
2	7	Sandwich,	2 87.7	3,000 00	374 95	3,374 95	1,173	85 00
7	8	Chatham,	2 54.4	1,300 00	—	—	511	701 00
9	9	Orleans,	2 50	1,100 00	—	—	440	130 00
10	10	Wellfleet,	2 38.5	1,200 00	95 00	1,295 00	543	849 25
11	11	Truro,	1 72.7	900 00	—	—	521	—
12	12	Harwich,	1 62.5	1,500 00	—	—	923	703 33
13	13	Dennis,	1 52	1,300 00	—	—	855	1450 75

## DUKES COUNTY.

1	1	EDGARTO'N,	3 84.6	1,500 00	—	—	390	—
2	2	Tisbury,	3 48.3	1,400 00	—	—	402	—
3	3	Chilmark,	2 77.8	400 00	—	—	144	—

## NANTUCKET COUNTY.

		NANTUCK'T,	5 70.7	9,725 13	—	—	1,704	—
--	--	------------	--------	----------	---	---	-------	---

\* Newly incorporated.

## A GRADUATED TABLE—FIRST SERIES.

*Showing the Comparative Amount of Money appropriated by the different Counties in the State, for the Education of each Child between the ages of 5 and 15 years in the County.*

For 1851-2.	For 1852-3.	COUNTIES.	Sum appropriated by Counties for each Child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue, and similar funds, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	\$7 98	\$207,657 37	—	\$207,657 37	26,032	—
2	2	Middlesex,	5 88	186,343 82	\$202 29	186,546 11	31,752	\$800 05
3	3	Nantucket,	5 71	9,725 13	—	9,725 13	1,704	—
4	4	Norfolk,	5 63	91,169 65	662 49	91,832 14	16,315	622 00
5	5	Bristol,	4 54	75,548 47	765 60	76,314 07	16,826	2,680 81
6	6	Essex,	4 22	118,502 98	1,199 64	119,702 62	28,394	126 25
7	7	Hampden,	3 92	37,399 43	2,364 06	39,763 49	10,134	6,487 93
8	8	Plymouth,	3 82	45,392 25	448 25	45,840 50	12,010	1,698 90
11	9	Worcester,	3 57	95,258 06	1,096 73	96,354 79	26,984	1,567 55
9	10	Dukes,	3 53	3,300 00	—	3,300 00	936	—
10	11	Hampshire,	3 36	24,421 00	541 98	24,962 98	7,423	4,027 67
12	12	Franklin,	3 05	20,526 00	348 70	20,874 70	6,848	4,711 31
13	13	Barnstable,	2 77	21,305 00	1,839 95	23,144 95	8,366	5,087 33
14	14	Berkshire,	2 58	27,082 09	1,207 76	28,289 85	10,981	11,463 84

## AGGREGATE OF THE STATE.

14 Counties,	4 76	963,631 25	10,677 45	974,308 70	204,705	39,273 64
--------------	------	------------	-----------	------------	---------	-----------

## GRADUATED TABLES.—SECOND SERIES.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1850. A wish has been frequently expressed by persons residing in different parts of the State, that such a Table might be constructed. The first Table of the kind published was in the previous, or Sixteenth Annual Report.

The first column shows the rank of the cities and towns in a similar Table for 1851-2.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1852-3.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is expressed in mills and hundredths of mills. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The fifth column presents the amount of appropriations, including the sum raised by taxes, also the income of the surplus revenue, and of such funds as the towns may appropriate, at their option, either to support Common Schools or to pay ordinary municipal expenses. The income of other local funds and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of Tables, and for the same reasons.

The sixth exhibits the amount of taxable property in each city and town according to the last State Valuation.

If the valuations in each case were an exact representation of the amount of property, or if the valuations were all too high or all too low in equal proportions, then the results in the fourth column would present a perfectly just view of the comparative liberality of the towns to their schools. Such is by no means the fact. The valuations are only approximations, more or less near, to the actual value of the property of the towns. Some towns may have a valuation much too high, as compared with their property, or as compared with other towns, owing to imperfections in the returns of the assessors, and to the uncertainty attending any mere estimate of the value of property. So far as the valuations are in different proportions to the property they represent, the conclusions based on them, as in the next Table, cannot be strictly just.

Moreover, some towns, from special advantages, increase in wealth much more rapidly than other towns, while their respective valuations remain stationary for ten years, or till 1860. This unequal advance in property renders comparisons that are founded on valuations merely, to some extent unjust, and the injustice will increase each successive year, or with the increase of wealth.

The first Graduated Tables, showing the sum appropriated per Child, between 5 and 15 years of age, rest on facts that can be accurately ascertained in every case, and may therefore present perfectly accurate results. The second series of Graduated Tables rests on one of the same facts (the amount appropriated); also, on the valuations which are to some extent arbitrary and liable to unavoidable errors. Therefore, the comparisons in the second series may have no advantage over those in the first series, in accuracy or justness.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale. For example, Brookline and Boston, which for many years have held the highest places in the previous Tables, are, in the following one, the former No. 319, the latter No. 314. Attleborough, which is No. 48 in the first Graduated Table, is No. 1 in the following Table.



## GRADUATED TABLES—SECOND SERIES.

*A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1852-3.*

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriations for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of surplus Revenue, and of similar funds.	Valuation of 1850.
2	1	ATTLEBOROUGH,	\$ .004-85	\$5,031 63	\$1,038,000 00
5	2	Lynn,* . . .	4-68	19,400 00	4,148,989 40
69	3	Buckland, . . .	4-40	1,001 25	227,773 00
1	4	Wellfleet, . . .	4-40	1,295 00	294,228 00
9	5	Winchester, . . .	3-85	2,500 00	649,346 00
4	6	Rockport, . . .	3-72	2,500 00	672,410 07
50	7	Hanson, . . .	3-58	1,350 00	376,786 00
80	8	Abington, . . .	3-41	5,000 00	1,466,878 00
7	9	Orleans, . . .	3-38	1,100 00	325,576 30
25	10	Somerville, . . .	3-27	6,880 00	2,102,631 00
26	11	Taunton, . . .	3-24	12,000 00	3,701,472 00
11	12	Medway, . . .	3-23	2,800 00	876,176 00
3	13	Milford, . . .	3-23	3,700 00	1,144,721 00
8	14	Manchester, . . .	3-20	1,600 00	499,507 50
22	15	South Reading, . . .	3-18	2,400 00	755,019 00
21	16	Gloucester, . . .	3-12	7,400 00	2,369,251 95
15	17	Scituate, . . .	3-01	2,000 00	664,955 00
10	18	Pawtucket, . . .	3-00	2,750 00	916,587 00
13	19	Eastham, . . .	2-99	555 00	185,714 50
12	20	Brewster, . . .	2-99	1,000 00	334,827 45
16	21	Hopkinton, . . .	2-90	2,575 00	887,091 50
38	22	Provincetown, . . .	2-88	3,000 00	1,043,135 00
18	23	Harwich, . . .	2-86	1,500 00	524,699 75
197	24	Natick, . . .	2-84	2,600 00	916,210 00
20	25	Plymouth, . . .	2-83	7,000 00	2,473,123 00
24	26	Montague, . . .	2-82	1,264 00	447,222 00
14	27	Monroe, . . .	2-81	170 00	60,538 00
33	28	Bedford, . . .	2-79	977 63	350,999 00
49	29	Quincy, . . .	2-78	5,800 00	2,085,625 38
27	30	Charlestown, . . .	2-73	23,550 00	8,624,690 00
40	31	Ashland, . . .	2-70	1,100 00	407,121 00
44	32	Lee, . . .	2-70	2,597 09	966,320 00
74	33	Marblehead, . . .	2-70	5,500 00	2,033,999 60
17	34	Chatham, . . .	2-69	1,300 00	484,718 25
87	35	Yarmouth, . . .	2-68	2,000 00	746,587 95

\* Including Swampscott. Swampscott has been incorporated since 1850, and has no separate valuation, it being included in the valuation of Lynn.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, in excess of Surplus Revenue, and of similar Funds.	Valuation of 1850.
43	36	Clinton, . . . .	\$ .002-64	\$2,400 00	\$909,148 00
23	37	Saugus, . . . .	2-64	1,300 00	491,917 50
29	38	Barnstable, . . . .	2-63	4,000 00	1,522,871 00
28	39	Greenwich, . . . .	2-63	600 00	228,570 00
32	40	Lowell, . . . .	2-63	44,415 82	16,866,919 10
30	41	Pembroke, . . . .	2-61	1,152 00	440,917 00
31	42	Sandwich, . . . .	2-57	3,374 95	1,314,391 15
48	43	Mansfield, . . . .	2-55	965 00	378,902 00
82	44	Tisbury, . . . .	2-52	1,400 00	555,806 00
34	45	Middleborough, . . . .	2-49	4,000 00	1,603,928 00
36	46	North Bridgewater, . . . .	2-49	2,600 00	1,043,150 00
35	47	Webster, . . . .	2-49	2,000 00	801,934 00
39	48	Haverhill, . . . .	2-46	5,521 17	2,243,497 00
41	49	Truro, . . . .	2-45	900 00	367,199 50
52	50	Hanover, . . . .	2-45	1,350 00	550,089 00
58	51	Bolton, . . . .	2-43	1,275 03	525,254 00
78	52	Holliston, . . . .	2-43	2,000 00	801,596 00
42	53	New Salem, . . . .	2-43	1,000 00	410,657 00
45	54	Shutesbury, . . . .	2-42	600 00	248,125 00
47	55	Cohasset, . . . .	2-41	1,800 00	746,872 68
125	56	Douglas, . . . .	2-41	1,638 00	678,709 00
46	57	Florida, . . . .	2-41	350 00	145,049 00
97	58	Dedham, . . . .	2-40	7,182 50	2,999,518 87
92	59	Easton, . . . .	2-40	1,700 00	707,887 00
91	60	Savoy, . . . .	2-39	410 00	171,936 00
143	61	Chelsea, . . . .	2-37	8,225 00	3,475,161 00
19	62	Danvers, . . . .	2-37	7,855 50	3,312,779 10
70	63	Lancaster, <sup>1</sup> . . . .	2-37	1,600 00	647,224 00
137	64	Athol, . . . .	2-35	1,500 00	639,384 00
54	65	Ware, . . . .	2-35	2,600 00	1,108,228 00
152	66	Halifax, . . . .	2-34	600 00	255,884 00
140	67	Reading, . . . .	2-33	2,500 00	1,071,042 00
105	68	Greenfield, . . . .	2-33	2,500 00	1,072,889 00
110	69	Weymouth, . . . .	2-33	4,000 00	1,714,014 75
57	70	Rowe, . . . .	2-32	500 00	215,432 00
127	71	West Bridgewater, . . . .	2-32	1,200 00	516,955 00
59	72	Malden, . . . .	2-31	4,000 00	1,731,662 40
89	73	Concord, . . . .	2-30	2,900 00	1,262,803 20
73	74	Cambridge, . . . .	2-29	24,253 15	10,608,787 70
150	75	Stoughton, . . . .	2-29	2,500 00	1,093,296 00
60	76	Heath, . . . .	2-28	600 00	263,640 00
51	77	Melrose, . . . .	2-28	1,153 94	505,098 00
61	78	South Scituate, . . . .	2-28	1,700 00	747,414 00
62	79	Cummington, . . . .	2-27	850 00	375,196 00
55	80	Dighton, . . . .	2-27	1,175 00	517,487 00
108	81	Monterey, . . . .	2-27	517 60	227,960 00
64	82	Fitchburg, . . . .	2-26	4,600 00	2,039,864 60
257	83	Northfield, . . . .	2-26	1,066 00	470,874 00

## BOARD OF EDUCATION.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropria- tion for Public Schools, expressed in decimals.	Appropriations, in- cluding the sum raised by taxes Income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
119	84	Roxbury,* . . .	\$.002-26	\$30,709 61	\$13,613,731 50
65	85	South Hadley, . . .	2-26	1,500 00	663,482 00
66	86	Edgartown, . . .	2-24	1,500 00	670,834 00
67	87	Duxbury, . . .	2-23	2,396 25	1,076,363 00
68	88	Littleton, . . .	2-23	1,050 00	471,879 00
72	89	Wareham, . . .	2-22	2,000 00	901,603 00
63	90	Wrentham, . . .	2 22	2,591 86	1,121,721 00
79	91	Hingham, . . .	2-21	3,476 82	1,570,886 00
56	92	Sunderland, . . .	2-21	700 00	316,442 00
75	93	Ashburnham, . . .	2-20	1,500 00	681,420 00
71	94	Chicopee, . . .	2-18	7,515 20	3,442,597 00
115	95	Foxborough, . . .	2-16	1,400 00	648,072 75
53	96	Ipswich, . . .	2-16	2,300 00	1,062,792 50
84	97	Becket, . . .	2-15	675 00	313,915 00
86	98	Granby, . . .	2-15	850 00	395,537 00
88	99	Brighton, . . .	2-14	3,500 00	1,634,725 00
90	100	Lexington, . . .	2-14	2,500 00	1,170,428 00
94	101	Paxton, . . .	2-13	635 82	298,714 00
107	102	Nantucket, . . .	2-12	9,725 13	4,595,362 00
93	103	Rochester,† . . .	2-12	2,500 00	1,181,629 00
95	104	Clarksburg, . . .	2-11	200 00	94,835 00
240	105	Grafton, . . .	2-11	2,860 00	1,356,063 00
96	106	Marshfield, . . .	2-10	1,350 00	643,191 00
145	107	Springfield, . . .	2-10	13,369 72	6,375,453 50
129	108	Plainfield, . . .	2-10	600 00	286,006 00
98	109	Chelmsford, . . .	2-09	2,000 00	988,369 00
100	110	Westhampton, . . .	2-09	450 00	215,719 00
101	111	Dana, . . .	2-08	440 00	211,123 00
6	112	Stoneham, . . .	2-08	1,000 00	481,862 00
104	113	New Marlborough, . . .	2-07	1,025 25	495,871 00
102	114	Seekonk, . . .	2-07	1,442 00	695,324 00
134	115	Brookfield, . . .	2-06	1,300 00	632,064 00
153	116	Fairhaven, . . .	2-06	6,700 00	3,248,990 00
106	117	Essex, . . .	2-05	1,300 00	633,895 20
37	118	Sandisfield, . . .	2-05	951 75	463,328 00
109	119	Westminster, . . .	2-05	1,500 00	732,784 00
77	120	Otis, . . .	2-04	650 00	319,400 00
112	121	Acton, . . .	2-03	1,100 00	541,225 00
113	122	Dover, . . .	2-03	600 00	295,704 00
118	123	Framingham, . . .	2-02	3,850 00	1,910,613 00
158	124	Waltham, . . .	2-02	5,600 00	2,778,446 50
114	125	Braintree, . . .	2-01	2,200 00	1,054,783 30
172	126	Carver, . . .	2-01	700 00	347,995 00
116	127	Leyden, . . .	2-01	400 00	199,268 00
164	128	Medford, . . .	2-00	4,800 00	2,409,333 00
76	129	Northampton, . . .	2-00	5,000 00	2,504,144 00
117	130	Upton, . . .	2-00	1,200 00	601,348 00
165	131	Northborough, . . .	2-00	1,250 00	625,596 00

\* Including West Roxbury. West Roxbury having been incorporated since 1850, its valuation is included in the valuation of Roxbury.

† Including Marion, which is newly incorporated, and has no valuation separate from that of Rochester.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
111	132	Bradford, . . .	\$.001-99	\$735 00	\$368,278 00
120	133	West Newbury, . . .	1-99	1,150 00	578,671 10
122	134	Erving, . . .	1-98	306 21	154,821 00
179	135	Wenham, . . .	1-98	700 00	354,409 00
121	136	Wayland, . . .	1-98	950 73	479,084 00
198	137	Middlefield, . . .	1-97	590 00	299,904 00
123	138	Walpole, . . .	1-97	1,600 00	812,984 50
124	139	Amesbury, . . .	1-96	2,000 00	1,020,425 00
192	140	Salisbury, . . .	1-95	2,000 00	1,023,861 83
235	141	Woburn, . . .	1-95	3,790 91	1,962,577 00
142	142	Pelham, . . .	1-94	416 00	214,606 00
166	143	Raynham, . . .	1-94	1,000 00	514,908 00
128	144	Belchertown, . . .	1-93	1,600 00	830,356 00
281	145	Westfield, . . .	1-92	3,000 00	1,563,758 50
131	146	Berkley, . . .	1-91	500 00	261,405 00
133	147	Falmouth, . . .	1-91	1,820 00	954,466 75
132	148	Northbridge, . . .	1-91	1,200 00	627,979 70
216	149	Newton, . . .	1-90	6,000 00	3,157,340 00
261	150	Milton, . . .	1-90	3,300 00	1,733,127 00
135	151	Chester, . . .	1-89	800 00	423,625 00
207	152	Millbury, . . .	1-88	1,850 00	985,030 00
81	153	Montgomery, . . .	1-88	300 00	159,691 00
149	154	Newburyport, . . .	1-88	10,000 00	5,390,069 55
168	155	Southampton, . . .	1-88	710 00	377,282 60
139	156	Kingston, . . .	1-87	1,600 00	853,645 00
204	157	Beverly, . . .	1-86	4,000 00	2,156,012 85
141	158	Hubbardston, . . .	1-86	1,200 00	643,503 00
85	159	Carlisle, . . .	1-85	600 00	323,524 00
144	160	Franklin, . . .	1-85	1,200 00	648,436 00
147	161	East Bridgewater, . . .	1-84	1,500 00	814,600 00
148	162	North Brookfield, . . .	1-84	1,200 00	651,331 00
83	163	Palmer, . . .	1-84	2,219 50	1,208,435 67
146	164	Wales, . . .	1-84	400 00	217,938 00
138	165	Groveland, . . .	1-83	725 00	397,079 00
151	166	Hawley, . . .	1-83	500 00	273,212 00
126	167	Hull, . . .	1-83	215 43	117,823 00
154	168	Bellingham, . . .	1-82	940 63	517,797 00
155	169	Plympton, . . .	1-82	600 00	330,503 00
268	170	Tyringham, . . .	1-82	436 00	239,086 00
178	171	West Boylston, . . .	1-82	968 97	531,117 00
157	172	Fall River, . . .	1-81	11,000 00	6,091,250 00
156	173	Berlin, . . .	1-81	500 00	276,330 00
189	174	Lawrence, . . .	1-80	11,900 00	6,603,716 20
200	175	Pittsfield, . . .	1-80	4,800 00	2,660,744 60
175	176	Gardner, . . .	1-79	1,000 00	558,389 60
159	177	Russell, . . .	1-79	300 00	167,528 00
160	178	Sherborn, . . .	1-79	925 00	516,983 00
191	179	Charlmont, . . .	1-78	642 49	361,311 00



For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropria- tion for Public Schools, expressed in decimals.	Appropriations, in- cluding the sum raised by taxes, income of Surplus, license fund, and of similar Funds.	Valuation of 1850.
183	180	Amherst, . . . .	\$8.001-77	\$2,100 00	\$1,187,267 00
267	181	Boxford, . . . .	1-77	951 40	538,288 67
162	182	Freetown, . . . .	1-77	1,000 00	565,096 00
163	183	Needham, . . . .	1-76	1,410 00	799,789 75
130	184	Marlborough, . . . .	1-75	2,150 00	1 172,267 00
196	185	Monson, . . . .	1-75	1,600 00	916,185 60
228	186	Rutland, . . . .	1-75	900 00	513,447 00
167	187	Warren, . . . .	1-75	1,200 00	686,931 00
169	188	Lynnfield, . . . .	1-74	600 00	345,356 00
171	189	Leominster, . . . .	1-73	2,150 00	1,244,051 10
174	190	Billerica, . . . .	1-72	1,500 00	870,595 00
205	191	Dorchester, . . . .	1-72	11,677 54	6,785,916 46
258	192	Georgetown, . . . .	1-72	1,227 07	715,213 00
136	193	Dracut, . . . .	1-71	1,200 00	700 182 00
99	194	Boxborough, . . . .	1-70	400 00	239,712 00
176	195	Gill, . . . .	1-70	500 00	293,207 00
211	196	Methuen, . . . .	1-70	1,800 00	1,059,148 45
177	197	Shelburne, . . . .	1-70	800 00	470,874 00
180	198	Washington, . . . .	1-69	400 00	236,195 00
181	199	Oakham, . . . .	1-69	700 00	413,351 00
182	200	Westborough, . . . .	1-69	1,300 00	768,499 50
218	201	Princeton, . . . .	1-69	1,065 86	631,911 00
186	202	Goshen, . . . .	1-68	300 00	178,995 00
232	203	Leverett, . . . .	1-68	448 00	266,704 00
185	204	Norton, . . . .	1-68	1,200 00	714,021 00
213	205	Sharon, . . . .	1-68	920 00	548,452 25
188	206	Harvard, . . . .	1-67	1,236 00	741,352 00
193	207	Hadley, . . . .	1-66	1,500 00	904,424 00
163	208	Norwich, . . . .	1-66	400 00	241,678 00
244	209	Rehoboth, . . . .	1-65	1,139 50	689,206 00
256	210	Sheffield, . . . .	1-65	1,830 72	1,108,145 00
195	211	Bridgewater, . . . .	1-64	2,000 00	1,222,351 00
202	212	Dennis, . . . .	1-63	1,300 00	798,934 14
292	213	Deerfield, . . . .	1-62	1,634 50	1,069,306 00
239	214	Ashfield, . . . .	1-62	850 00	525,901 00
194	215	Longmeadow, . . . .	1-62	1,370 12	845,966 00
299	216	Worcester, . . . .	1-62	18,000 00	11,085,506 70
206	217	Sterling, . . . .	1-62	1,300 00	801,310 00
203	218	Tyngsborough, . . . .	1-62	800 00	492,830 00
208	219	Tewksbury, . . . .	1-62	1,000 00	616,308 00
272	220	Barre, . . . .	1-61	2,300 00	1,430,964 00
278	221	Easthampton, . . . .	1-61	700 00	434,564 00
273	222	Hinsdale, . . . .	1-61	650 00	403,324 00
209	223	Middleton, . . . .	1-61	500 00	310,417 00
210	224	Mount Washington, . . . .	1-61	150 00	93,402 00
259	225	Orange, . . . .	1-60	1,100 00	686,974 00
214	226	Royalston, . . . .	1-60	1,200 00	751,008 00
212	227	Stowe, . . . .	1-60	1,000 00	623,390 00



## SCHOOL RETURNS—1852-3.

lxxiii

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
215	228	Tolland, . . .	\$.001-59	\$321 00	\$202,555 00
269	229	Shirley, . . .	1-58	900 00	569,910 00
217	230	West Stockbridge, . .	1-58	853 24	541,180 00
296	231	Adams, . . .	1-57	2,724 00	1,724,484 00
220	232	Westport, . . .	1-57	2,284 25	1,451,080 00
219	233	Lunenburg, . . .	1-57	1,000 00	636,547 00
221	234	Oxford, . . .	1-57	1,500 00	955,645 00
222	235	Phillipston, . . .	1-57	600 00	383,141 00
223	236	Hardwick, . . .	1-57	1,300 00	829,396 00
227	237	Coleraine, . . .	1-56	1,000 00	642,893 00
226	238	Granville, . . .	1-56	600 00	384,110 00
225	239	Wilmington, . . .	1-56	625 00	399,643 00
231	240	Ashby, . . .	1-55	900 00	580,860 00
229	241	Enfield, . . .	1-55	700 00	450,684 00
230	242	Weston, . . .	1-55	1,100 00	708,876 00
170	243	Blandford, . . .	1-54	794 16	516,896 00
224	244	Warwick, . . .	1-54	700 00	454,605 00
301	245	Williamsburg, . . .	1-54	1,000 00	647,359 00
307	246	Williamstown, . . .	1 54	1,500 00	973,309 00
290	247	New Bedford, . . .	1-53	22,126 84	14,489,266 00
233	248	Rowley, . . .	1-53	700 00	456,089 37
234	249	Sutton, . . .	1-53	1,500 00	977,822 00
237	250	Andlow, . . .	1-52	700 00	459,837 00
238	251	Peru, . . .	1-52	300 00	197,142 00
199	252	Winchendon, . . .	1-52	1,400 00	918,365 00
236	253	Holden, . . .	1-52	1,200 00	787,834 50
201	254	Somerset, . . .	1-51	700 00	463,495 00
241	255	Petersham, . . .	1-51	1,200 00	792,077 00
242	256	West Brookfield, . .	1-51	800 00	528,764 00
246	257	Auburn, . . .	1-50	600 00	399,896 00
248	258	Southborough, . . .	1-50	900 00	598,407 60
201	259	Newbury, . . .	1-50	1,000 00	663,155 30
245	260	Randolph, . . .	1-50	2,500 00	1,663,428 25
247	261	Lanesborough, . . .	1-50	754 20	501,445 00
250	262	Holland, . . .	1-50	200 00	141,897 00
251	263	Topsfield, . . .	1-49	700 00	468,981 30
161	264	Brinfield, . . .	1-49	1,000 00	672,008 00
254	265	Templeton, . . .	1-48	1,300 00	877,725 00
253	266	Whately, . . .	1-48	650 00	438,772 00
255	267	Westford, . . .	1-47	1,200 00	814,078 00
263	268	Conway, . . .	1-46	992 25	679,492 00
274	269	West Cambridge, . .	1-46	2,440 00	1,671,644 10
184	270	Worthington, . . .	1-46	646 98	443,273 00
260	271	Spencer, . . .	1-45	1,200 00	828,611 00
264	272	Andover, . . .	1-44	4,500 00	3,131,122 75
289	273	Canton, . . .	1-44	2,000 00	1,387,372 75
262	274	New Braintree, . . .	1-44	800 00	554,624 00
270	275	Watertown, . . .	1-44	3,400 00	2,851,583 20
297	276	Hatfield, . . .	1-42	1,000 00	706,290 00
266	277	Sturbridge, . . .	1-42	1,200 00	846,330 00

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
265	278	Salem, . . .	\$2.001-41	\$19,237 48	\$13,654,738 70
312	279	Southbridge, . . .	1-41	1,600 00	1,131,673 00
304	280	Shrewsbury, . . .	1-40	1,100 00	788,836 00
271	281	Townsend, . . .	1-40	1,200 00	855,970 00
275	282	Lincoln, . . .	1-39	670 00	482,822 00
276	283	Mendon, . . .	1-38	924 06	668,839 60
277	284	Dudley, . . .	1-38	900 00	651,391 00
280	285	Egremont, . . .	1-38	625 00	453,165 00
311	286	Holyoke, . . .	1-38	2,500 00	1,812,854 00
282	287	Wilbraham, . . .	1-38	1,273 79	923,287 50
279	288	Prescott, . . .	1-38	350 00	253,561 00
283	289	Stockbridge, . . .	1-36	1,000 00	733,871 40
284	290	Pepperell, . . .	1-35	1,600 00	740,823 80
300	291	Cheshire, . . .	1-35	700 00	516,586 50
243	292	Blackstone, . . .	1-34	2,280 00	1,705,166 00
187	293	Windsor, . . .	1-34	400 00	298,619 00
303	294	Lenox, . . .	1-34	700 00	524,500 90
190	295	Boylston, . . .	1-33	600 00	450,982 00
285	296	Bernardston, . . .	1-33	500 00	375,366 00
286	297	Dalton, . . .	1-33	600 00	451,247 00
287	298	Hamilton, . . .	1-33	600 00	452,403 00
309	299	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
173	300	Groton, . . .	1-31	2,000 00	1,451,025 00
288	301	Chesterfield, . . .	1-30	500 00	384,115 00
310	302	Medfield, . . .	1-30	600 00	459,846 00
252	303	Charlton, . . .	1-27	1,200 00	942,701 00
293	304	Uxbridge, . . .	1-26	1,421 05	1,129,366 50
294	305	Burlington, . . .	1-25	358 93	287,868 00
295	306	Dunstable, . . .	1-25	450 00	361,061 00
249	307	North Chelsea, . . .	1-25	1,000 00	801,944 00
298	308	Great Barrington, . . .	1-17	1,500 00	1,288,176 00
302	309	Wendell, . . .	1-16	450 00	389,204 00
306	310	Alford, . . .	1-14	250 00	219,734 60
308	311	Swanzey, . . .	1-10	600 00	544,232 00
305	312	Hancock, . . .	1-03	365 00	355,151 00
313	313	Leicester, . . .	0-95	1,160 00	1,219,330 00
314	314	Boston, . . .	0-93	198,432 37	213,310,067 00
315	315	West Springfield, . . .	0-90	1,500 00	1,661 640 00
317	316	Chilmark, . . .	0-85	400 00	471,365 00
316	317	Sudbury, . . .	0-85	780 00	915,867 00
318	318	Richmond, . . .	0-82	300 00	367,058 00
319	319	Brookline, . . .	0-76	4,100 00	4,436,854 50
321		Southwick,* . . .	-	-	525,318 00
320		New Ashford, . . .	No Returns. Included in North Chelsea.		
		Winthrop, . . .			
		Swampscott, . . .			
		West Roxbury, . . .			
		Marion, . . .			
		Nahant,† . . .			
		North Reading,† . . .			
		Lakeville,† . . .			

\* Raised nothing for Public Schools by taxation.

† Newly incorporated.

## GRADUATED TABLES—SECOND SERIES.

*In which all the Towns in the respective Counties in the State, are numerically arranged, according to the percentage of their taxable property appropriated for the support of Public Schools, for the year 1852-3.*

## SUFFOLK COUNTY.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
1	1	CHELSEA, . . .	\$.002-37	\$8,225 00	\$3,475,161 00
2	2	North Chelsea,* . .	1-25	1,000 00	801,944 00
3	3	Boston, . . .	0-93	198,432 37	213,310,067 00
4	4	Winthrop,† . . .	—	—	—

## ESSEX COUNTY.

2	1	Lynn,‡. . . .	4-68	19,400 00	4,148,989 40
1	2	Rockport, . . .	3-72	2,500 00	672,410 07
3	3	Manchester, . . .	3-20	1,600 00	499,507 50
5	4	Gloucester, . . .	3-12	7,400 00	2,369,251 95
9	5	Marblehead, . . .	2-70	5,500 00	2,033,990 60
6	6	Saugus, . . . .	2-64	1,300 00	491,917 50
7	7	Haverhill, . . .	2-46	5,521 17	2,243,497 00
4	8	Danvers, . . . .	2-37	7,855 50	3,312,779 10
8	9	Ipswich, . . . .	2-16	2,300 00	1,062,792 50
10	10	Essex, . . . .	2-05	1,300 00	633,895 20
11	11	Bradford, . . . .	1-99	735 00	368,278 00
12	12	West Newbury, . . .	1-99	1,150 00	578,671 10
17	13	Wenham, . . . .	1-98	700 00	354,409 00
13	14	Amesbury, . . . .	1-96	2,000 00	1,020,425 00
19	15	Salisbury, . . . .	1-95	2,000 00	1,023,861 83
15	16	Newburyport, . . .	1-88	10,000 00	5,330,069 55
21	17	Beverly, . . . .	1-86	4,000 00	2,156,012 85
14	18	Groveland, . . . .	1-83	725 00	937,079 00
18	19	Lawrence, . . . .	1-80	11,900 00	6,603,716 20
29	20	Boxford, . . . .	1-77	951 40	538,288 67
16	21	Lynnfield, . . . .	1-74	600 00	345,356 00
26	22	Georgetown, . . . .	1-72	1,227 07	715,213 00
23	23	Methuen, . . . .	1-70	1,800 00	1,059,148 45
22	24	Middleton, . . . .	1-61	500 00	310,417 00
24	25	Rowley, . . . .	1-53	700 00	456,089 37
20	26	Newbury, . . . .	1-50	1,000 00	663,155 30
25	27	Topshfield, . . . .	1-49	700 00	463,981 30
27	28	Andover, . . . .	1-44	4,500 00	3,131,122 75
28	29	Salem, . . . .	1-41	19,237 48	13,654,738 70
30	30	Hamilton, . . . .	1-33	600 00	452,403 00
		Swampscott,§ . . .	—	—	—
		Nahant,§ . . . .	—	—	—

\* Including Winthrop.

† Included in N. Chelsea.

‡ Including Swampscott.

§ Included in Lynn.

# BOARD OF EDUCATION.

## MIDDLESEX COUNTY.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropria- tion for Public Schools, expressed in decimals.	Appropriation <sup>2</sup> , in- cluding the sum raised by taxes, income of Sundry Revenue, &c., of similar Funds.	Valuation of 1850.
2	1	WINCHESTER, . . . .	\$0.003-85	\$2,500 00	\$649,346 00
5	2	Somerville, . . . .	3-27	6,880 00	2,102,631 00
4	3	South Reading, . . . .	3-18	2,400 00	755,019 00
3	4	Hopkinton, . . . .	2-90	2,575 00	887,091 50
32	5	Natick, . . . .	2-84	2,600 00	916,210 00
8	6	Bedford, . . . .	2-79	977 63	350,999 00
6	7	Charlestown, . . . .	2-73	23,550 00	8,624,690 00
9	8	Ashland, . . . .	2-70	1,100 00	407,121 00
7	9	Lowell, . . . .	2-63	44,415 82	16,866,919 10
14	10	Holliston, . . . .	2-43	2,000 00	821,596 00
26	11	Reading, . . . .	2-33	2,500 00	1,071,042 00
11	12	Malden, . . . .	2-31	4,000 00	1,731,662 40
17	13	Concord, . . . .	2-30	2,900 00	1,262,803 20
13	14	Cambridge, . . . .	2-29	24,253 15	10,608,787 70
10	15	Melrose, . . . .	2-28	1,153 94	505,098 00
12	16	Littleton, . . . .	2-23	1,050 00	471 879 00
16	17	Brighton, . . . .	2-14	3,500 00	1,634,725 00
18	18	Lexington, . . . .	2-14	2,500 00	1,170,428 00
19	19	Chelmsford, . . . .	2-09	2,000 00	988,369 00
1	20	Stoneham, . . . .	2-08	1,000 00	481,862 00
21	21	Acton, . . . .	2-03	1,100 00	541,225 00
22	22	Framingham, . . . .	2-02	3,850 00	1,910,613 00
27	23	Waltham, . . . .	2-02	5,600 00	2,772,446 50
29	24	Medford, . . . .	2-00	4,800 00	2,409,333 00
23	25	Wayland, . . . .	1-98	950 73	479,684 00
40	26	Woburn, . . . .	1-95	3,790 91	1,962,577 00
36	27	Newton, . . . .	1-90	6,000 00	3,157 340 00
15	28	Carlisle, . . . .	1-85	600 00	323,524 00
28	29	Sherborn, . . . .	1-79	925 00	516,983 00
24	30	Marlborough, . . . .	1-75	2,150 00	1,172,267 00
31	31	Billerica, . . . .	1-72	1,500 00	870,595 00
25	32	Dracut, . . . .	1-71	1,200 00	700,182 00
20	33	Boxborough, . . . .	1-70	400 00	239,712 00
33	34	Tyngsborough, . . . .	1-62	800 00	492,830 00
34	35	Tewksbury, . . . .	1-62	1,000 00	616,368 00
35	36	Stowe, . . . .	1-60	1,000 00	623,390 00
42	37	Shirley, . . . .	1-58	900 00	569,910 00
37	38	Wilmington, . . . .	1-56	625 00	399,643 00
39	39	Ashby, . . . .	1-55	900 00	580,860 00
38	40	Weston, . . . .	1-55	1,100 00	768,876 00
41	41	Westford, . . . .	1-47	1,200 00	814,078 00
45	42	West Cambridge, . . . .	1-46	2,440 00	1,671,644 10
43	43	Watertown, . . . .	1-44	3,400 00	2,351,583 20
44	44	Townsend, . . . .	1-40	1,300 00	855,970 00
46	45	Lincoln, . . . .	1-39	670 00	482,822 00
47	46	Pepperell, . . . .	1-35	1,000 00	740,823 80
30	47	Groton, . . . .	1-31	2,000 00	1,451,025 00



## MIDDLESEX COUNTY—CONTINUED.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in Decimals.	Appropriations, including the sum raised by taxes, less the amount of Surplus Revenue, and of similar Funds.	Valuation of 1850.
48	48	Burlington, . . .	\$2.001-25	\$358 93	\$287,868 00
49	49	Dunstable, . . .	1-25	450 00	361,061 00
50	50	Sudbury, . . .	0-85	780 00	915,867 00
		North Reading,* . .	—	—	—

## WORCESTER COUNTY.

1	1	MILFORD, . . .	3-23	3,700 00	1,144,721 00
3	2	Clinton, . . .	2-64	2,400 00	909,148 00
2	3	Webster, . . .	2-49	2,000 00	801,934 00
4	4	Bolton, . . .	2-43	1,275 03	525,254 00
12	5	Douglas, . . .	2-41	1,638 00	678,709 00
6	6	Lancaster, . . .	2-37	1,600 00	674,224 00
15	7	Athol, . . .	2-35	1,500 00	639,384 00
5	8	Fitchburg, . . .	2-26	4,600 00	2,039,864 60
7	9	Ashburnham, . .	2-20	1,500 00	681,420 00
8	10	Paxton, . . .	2-13	635 82	298,714 00
40	11	Grafton, . . .	2-11	2,860 00	1,356,063 00
9	12	Dana, . . .	2-08	440 00	211,123 00
14	13	Brookfield, . . .	2-06	1,300 00	632,464 00
10	14	Westminster, . .	2-05	1,500 00	732,784 00
11	15	Upton, . . .	2-00	1,200 00	601,348 00
19	16	Northborough, . .	2-00	1,250 00	625,596 00
13	17	Northbridge, . .	1-91	1,200 00	627,979 70
29	18	Millbury, . . .	1-88	1,350 00	985,030 00
16	19	Hubbardston, . .	1-86	1,200 00	643,503 00
17	20	North Brookfield, .	1-84	1,200 00	631,332 00
23	21	West Boylston, . .	1-82	968 97	531,117 00
18	22	Berlin, . . .	1-81	500 00	276,330 00
22	23	Gardner, . . .	1-79	1,000 00	558,389 60
37	24	Rutland, . . .	1-75	900 00	513,447 00
20	25	Warren, . . .	1-75	1,200 00	686,931 00
21	26	Leominster, . . .	1-73	2,150 00	1,244,051 10
24	27	Oakham, . . .	1-69	700 00	413,351 00
25	28	Westborough, . .	1-69	1,300 00	768,499 50
32	29	Princeton, . . .	1-69	1,065 86	631,911 00
26	30	Harvard, . . .	1-67	1,236 00	741,352 00
55	31	Worcester, . . .	1-62	18,000 00	11,085 506 70
30	32	Sterling, . . .	1-62	1,300 00	801,310 00
51	33	Barre, . . .	1-61	2,300 00	1,430,964 00
31	34	Royalston, . . .	1-60	1,200 00	751,008 00
33	35	Lunenburg, . . .	1-57	1,000 00	636,547 00
34	36	Oxford, . . .	1-57	1,500 00	955,645 00
35	37	Phillipston, . . .	1-57	600 00	383,141 00
36	38	Hardwick, . . .	1-57	1,300 00	829,396 00

\* Included in Reading.



## WORCESTER COUNTY—CONTINUED.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, in- cluding the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
38	39	Sutton, . . .	\$ .001-53	\$1,500 00	\$977,822 00
28	40	Winchendon, . . .	1-52	1,400 00	918,365 00
39	41	Holden, . . .	1-52	1,200 00	787,834 50
41	42	Petersham, . . .	1-51	1,200 00	792,077 00
42	43	West Brookfield, . . .	1-51	800 00	528,764 00
44	44	Auburn, . . .	1-50	600 00	399,896 00
45	45	Southborough, . . .	1-50	900 00	598,407 60
47	46	Templeton, . . .	1-48	1,300 00	877,725 00
48	47	Spencer, . . .	1-45	1,200 00	828,611 00
49	48	New Braintree, . . .	1-44	800 00	554,624 00
50	49	Sturbridge, . . .	1-42	1,200 00	846,330 00
57	50	Southbridge, . . .	1-41	1,600 00	1,131,673 00
56	51	Shrewsbury, . . .	1-40	1,100 00	788,836 00
52	52	Mendon, . . .	1-38	924 06	668,839 60
53	53	Dudley, . . .	1-38	900 00	651,391 00
43	54	Blackstone, . . .	1-34	2,280 00	1,705,166 00
27	55	Boylston, . . .	1-33	600 00	450,982 00
46	56	Charlton, . . .	1-27	1,200 00	942,701 00
54	57	Uxbridge, . . .	1-26	1,421 05	1,129,366 50
58	58	Leicester, . . .	0-95	1,160 00	1,219,330 00

## HAMPSHIRE COUNTY.

1	1	GREENWICH, . . .	2-63	600 00	228,570 00
2	2	Ware, . . .	2-35	2,600 00	1,108,228 00
3	3	Cumington, . . .	2-27	850 00	375,196 00
4	4	South Hadley, . . .	2-26	1,500 00	663,482 00
6	5	Granby, . . .	2-15	850 00	395,537 00
10	6	Plainfield, . . .	2-10	600 00	286,006 00
7	7	Westhampton, . . .	2-09	450 00	215,719 00
5	8	Northampton, . . .	2-00	5,000 00	2,504,144 00
17	9	Middlefield, . . .	1-97	590 00	299,904 00
11	10	Pelham, . . .	1-94	416 00	214,606 00
9	11	Belchertown, . . .	1-93	1,600 00	830,356 00
12	12	Southampton, . . .	1-88	710 00	377,282 00
13	13	Amherst, . . .	1-77	2,100 00	1,187,267 00
15	14	Goshen, . . .	1-68	300 00	178,995 00
16	15	Hadley, . . .	1-66	1,500 00	904,424 00
8	16	Norwich, . . .	1-66	400 00	241,678 00
19	17	Easthampton, . . .	1-61	700 00	434,564 00
18	18	Enfield, . . .	1-55	700 00	450,684 00
23	19	Williamsburg, . . .	1-54	1,000 00	647,359 00
14	20	Worthington, . . .	1-46	646 98	443,273 00
22	21	Hatfield, . . .	1-42	1,000 00	706,290 00
20	22	Prescott, . . .	1-38	350 00	253,561 00
21	23	Chesterfield, . . .	1-30	500 00	384,115 00

## HAMPDEN COUNTY.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
1	1	CHICOPEE, . . .	\$ .002-18	\$7,515 20	\$3,442,597 00
5	2	Springfield, . . .	2-10	13,369 72	6,375,453 50
17	3	Westfield, . . .	1-92	3,000 00	1,563,758 50
4	4	Chester, . . .	1-89	800 00	423,625 00
2	5	Montgomery, . . .	1-88	300 00	159,691 00
6	6	Wales, . . .	1 84	400 00	217,938 00
3	7	Palmer, . . .	1-84	2,219 50	1,208,435 67
7	8	Russell, . . .	1-79	300 00	167,528 00
11	9	Monson, . . .	1-75	1,600 00	916,185 60
10	10	Longmeadow, . . .	1-62	1,370 12	845,966 00
12	11	Tolland, . . .	1-59	321 00	202,555 00
13	12	Granville, . . .	1-56	600 00	384,110 00
9	13	Blandford, . . .	1-54	794 16	516,896 00
14	14	Ludlow, . . .	1-52	700 00	459,847 00
15	15	Holland, . . .	1-50	200 00	141,897 00
8	16	Brimfield, . . .	1-49	1,000 60	672,008 00
18	17	Holyoke, . . .	1-38	2,500 00	1,812,854 00
16	18	Wilbraham, . . .	1-38	1,273 79	923,287 50
19	19	West Springfield, . . .	0-90	1,500 00	1,661,640 00
20	20	Southwick,* . . .	—	—	525,318 00

## FRANKLIN COUNTY.

8	1	BUCKLAND, . . .	4-40	1,001 25	227,773 00
2	2	Montague, . . .	2-82	1,264 00	447,222 00
1	3	Monroe, . . .	2-81	170 00	60,538 00
3	4	New Salem, . . .	2-43	1,000 00	410,657 00
4	5	Shutesbury, . . .	2-42	600 00	248,125 00
9	6	Greenfield, . . .	2-33	2,500 00	1,072,889 00
6	7	Rowe, . . .	2-32	500 00	215,432 00
7	8	Heath, . . .	2-28	600 00	263,640 00
21	9	Northfield, . . .	2-26	1,066 00	470,874 00
5	10	Sunderland, . . .	2-21	700 00	316,442 00
10	11	Leyden, . . .	2-01	400 00	199,268 00
11	12	Erving, . . .	1-98	306 21	151,821 00
12	13	Hawley, . . .	1-83	500 00	273,212 00
15	14	Charlemont, . . .	1-78	642 49	361,311 00
13	15	Gill, . . .	1-70	500 00	293,207 00
14	16	Shelburne, . . .	1-70	800 00	470,874 00
18	17	Leverett, . . .	1-68	448 00	266,704 00
25	18	Deerfield, . . .	1-62	1,634 50	1,009,306 00
19	19	Ashfield, . . .	1-62	850 00	525,901 00
22	20	Orange, . . .	1-60	1,100 00	686,974 00
17	21	Coleraine, . . .	1-56	1,000 00	642,893 00
16	22	Warwick, . . .	1-54	700 00	454,605 00

\* Raised nothing by tax for Public Schools.

## BOARD OF EDUCATION.

## FRANKLIN COUNTY—CONTINUED.

For 1831-2.	For 1832-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
20	23	Whately, . . .	\$ .001-48	\$650 00	\$433,772 00
23	24	Conway, . . .	1-46	992 25	679,492 00
24	25	Bernardston, . . .	1-33	500 00	375,366 00
26	26	Wendell, . . .	1-16	450 00	389,204 00

## BERKSHIRE COUNTY.

2	1	LEE, . . . . .	2-70	2,597 09	966,320 00
3	2	Florida, . . . . .	2-41	350 00	145,049 00
6	3	Savoy, . . . . .	2-39	410 00	171,936 00
9	4	Monterey, . . . . .	2-27	517 60	227,960 00
5	5	Becket, . . . . .	2-15	675 00	313,915 00
7	6	Clarksburg, . . . . .	2-11	200 00	94,835 00
8	7	New Marlborough, . . . . .	2-07	1,025 25	495,871 00
1	8	Sandisfield, . . . . .	2-05	951 75	463,328 00
4	9	Otis, . . . . .	2-04	650 00	319,400 00
18	10	Tyringham, . . . . .	1-82	436 00	239,086 00
12	11	Pittsfield, . . . . .	1 80	4,800 00	2,660,744 60
10	12	Washington, . . . . .	1-69	400 00	236,195 00
17	13	Sheffield, . . . . .	1-65	1,830 72	1,108,145 00
19	14	Hinsdale, . . . . .	1-61	650 00	403,324 00
13	15	Mount Washington, . . . . .	1-61	150 00	93,402 00
14	16	West Stockbridge, . . . . .	1-58	853 24	541,180 00
23	17	Adams, . . . . .	1-57	2,724 00	1,724,484 00
29	18	Williamstown, . . . . .	1-54	1,500 00	973,309 00
15	19	Pern, . . . . .	1-52	300 00	197,142 00
16	20	Lanesborough, . . . . .	1-50	754 20	501,445 00
20	21	Egremont, . . . . .	1-38	625 00	453,165 00
21	22	Stockbridge, . . . . .	1-36	1,000 00	733,871 40
25	23	Cheshire, . . . . .	1-35	700 00	516,586 50
11	24	Windsor, . . . . .	1-34	400 00	298,619 00
26	25	Lenox, . . . . .	1-34	700 00	524,500 90
22	26	Dalton, . . . . .	1-33	600 00	451,217 00
24	27	Great Barrington, . . . . .	1-17	1,500 00	1,288,176 00
28	28	Alford, . . . . .	1-14	250 00	219,734 60
27	29	Hancock, . . . . .	1-03	365 00	355,151 00
30	30	Richmond, . . . . .	0-82	300 00	367,058 00
31	31	New Ashford, . . . . .	No returns.	—	— —

## NORFOLK COUNTY.

1	1	MEDWAY, . . . . .	3-23	2,800 00	867,176 00
3	2	Quincy, . . . . .	2-78	5,800 00	2,085,625 38
2	3	Cohasset, . . . . .	2-41	1,800 00	746,872 68

# SCHOOL RETURNS—1852-3.

lxxxi

## NORFOLK COUNTY—CONTINUED.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
5	4	Dedham, . . .	\$ .002-40	\$7,182 50	\$2,999,518 87
6	5	Weymouth, . . .	2-33	4,000 00	1,714,014 75
13	6	Stoughton, . . .	2-29	2,500 00	1,093,296 00
10	7	Roxbury,* . . .	2-26	30,709 61	13,613,731 50
4	8	Wrentham, . . .	2-22	2,591 86	1,121,721 00
9	9	Foxborough, . . .	2-16	1,400 00	648,072 75
7	10	Dover, . . .	2-03	600 00	295,704 00
8	11	Braintree, . . .	2-01	2,200 00	1,054,783 30
11	12	Walpole, . . .	1-97	1,600 00	812,984 50
19	13	Milton, . . .	1-90	3,300 00	1,733,127 00
12	14	Franklin, . . .	1-85	1,200 00	648,436 00
14	15	Bellingham, . . .	1-82	940 63	517,797 87
15	16	Needham, . . .	1-76	1,410 00	799,789 75
16	17	Dorchester, . . .	1-72	11,677 54	6,785,916 46
17	18	Sharon, . . .	1-68	920 00	548,452 25
18	19	Randolph, . . .	1 50	2,500 00	1,663,428 25
20	20	Canton, . . .	1-44	2,000 00	1,387,372 75
21	21	Medfield, . . .	1-30	600 00	459,846 00
22	22	Brookline, . . .	0-76	4,100 00	5,436,854 50
		West Roxbury,† . . .	—	—	—

## BRISTOL COUNTY.

1	1	ATTLEBOROUGH, .	4-85	5,031 63	1,038,000 00
3	2	Taunton, . . .	3-24	12,000 00	3,701,472 00
2	3	Pawtucket, . . .	3-00	2,750 00	916,587 00
4	4	Mansfield, . . .	2-55	965 00	378,902 00
6	5	Easton, . . .	2-40	1,700 00	707,887 00
5	6	Dighton, . . .	2-27	1,175 00	517,487 00
7	7	Seekonk, . . .	2-07	1,442 00	695,324 00
9	8	Fairhaven, . . .	2-06	6,700 00	3,248,990 00
12	9	Raynham, . . .	1-94	1,000 00	514,908 00
8	10	Berkley, . . .	1-91	500 00	261,405 00
10	11	Fall River, . . .	1-81	11,000 00	6,091,250 00
11	12	Freetown, . . .	1-77	1,000 00	565,096 00
13	13	Norton, . . .	1-68	1,200 00	714,021 00
15	14	Rehoboth, . . .	1-65	1,139 50	689,206 00
14	15	Westport, . . .	1-57	2,284 25	1,451,080 00
16	16	New Bedford, . . .	1-53	22,126 84	14,489,266 00
17	17	Somerset, . . .	1-51	700 00	463,495 00
19	18	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
18	19	Swanzy, . . .	1-10	600 00	544,232 00

\* Including West Roxbury.

† Included in Roxbury.

## BOARD OF EDUCATION.

## PLYMOUTH COUNTY.

For 1851-2.	For 1852-3.	TOWNS.	Ratio of Valuation to the appropriations for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of surplus Revenue, and of similar funds.	Valuation of 1850.
6	1	HANSON, . . . .	\$.003-58	\$1,350 00	\$376,786 00
12	2	Abington, . . . .	3-41	5,000 00	1,466,878 00
1	3	Scituate, . . . .	3-01	2,000 00	664,955 00
2	4	Plymouth, . . . .	2-83	7,000 00	2,473,123 00
3	5	Pembroke, . . . .	2-61	1,152 00	440,917 00
4	6	Middleborough, . .	2-49	4,000 00	1,603,928 00
5	7	North Bridgewater, .	2-49	2,600 00	1,043,150 00
7	8	Hanover, . . . .	2-45	1,350 00	550,089 00
19	9	Hilifax, . . . .	2-34	600 00	255,884 00
16	10	West Bridgewater, .	2-32	1,200 00	516,955 00
8	11	South Scituate, . .	2-28	1,700 00	747,414 00
9	12	Duxbury, . . . .	2-23	2,396 25	1,076,363 00
10	13	Wareham, . . . .	2 22	2,000 00	901,603 00
11	14	Hingham, . . . .	2-21	3,476 82	1,570,886 00
13	15	Rochester,* . . . .	2-12	2,500 00	1,181,629 00
14	16	Marshfield, . . . .	2-10	1,350 00	643,191 00
21	17	Carver, . . . .	2-01	700 00	347,995 00
17	18	Kingston, . . . .	1-87	1,600 00	853,645 00
18	19	East Bridgewater, .	1-84	1,500 00	814,600 00
15	20	Hull, . . . .	1-83	215 43	117,823 00
20	21	Plympton, . . . .	1-82	600 00	330,503 00
22	22	Bridgewater, . . . .	1-64	2,000 00	1,222,351 00
		Marion,† . . . .	—	—	—
		Lakeville,‡ . . . .	—	—	—

## BARNSTABLE COUNTY.

1	1	WELLFLEET, . . . .	4-40	1,295 00	294,228 00
2	2	Orleans, . . . .	3 38	1,100 00	325,576 30
4	3	Eastham, . . . .	2-99	555 00	185,714 50
3	4	Brewster, . . . .	2-99	1,000 00	334,827 45
9	5	Provincetown, . . .	2-88	3,000 00	1,043,135 00
6	6	Harwich, . . . .	2-86	1,500 00	524,699 75
5	7	Chatham, . . . .	2-69	1,300 00	484,718 25
11	8	Yarmouth, . . . .	2-68	2,000 00	746,587 95
7	9	Barnstable, . . . .	2-63	4,000 00	1,522,871 00
8	10	Sandwich, . . . .	2-57	3,374 95	1,314,391 15
10	11	Truro, . . . .	2-45	900 00	367,199 50
12	12	Falmouth, . . . .	1-91	1,820 00	954,466 75
13	13	Dennis, . . . .	1-63	1,300 00	798,934 14

## DUKES COUNTY.

2	1	TISBURY, . . . .	2-52	1,400 00	555,806 00
1	2	Edgartown, . . . .	2-24	1,500 00	670,834 00
3	3	Chilmark, . . . .	0-85	400 00	471,365 00

## NANTUCKET COUNTY.

		NANTUCKET, . . . .	2-12	9,725 13	4,595,362 00
--	--	--------------------	------	----------	--------------

\* Including Marion. † Included in Rochester. ‡ Newly incorporated, and included in Middleborough.



## A GRADUATED TABLE—SECOND SERIES.

*The different Counties in the State, numerically arranged, according to the percentage of their taxable property appropriated for the support of Public Schools, for the year 1852-3.*

For 1851-2.	COUNTIES.	Ratio of valuation to appropriations for Public Schools, expressed in decimals.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1850.	Amount contributed for board and fuel.
1	Barnstable, .	\$.002-60	\$21,305 00	\$1,839 95	\$23,144 95	\$8,897,349 74	\$5,087 33
2	Plymouth, .	2-39	45,392 25	448 25	45,840 50	19,200,668 00	1,698 90
3	Middlesex, .	2-24	186,343 82	202 29	186,546 11	83,264,719 50	800 05
5	Essex, .	2-12	118,502 98	1,199 64	119,702 62	56,556,466 89	126 25
4	Nantucket, .	2-12	9,725 13	—	9,725 13	4,595,362 00	—
8	Norfolk, .	1-95	91,169 65	662 49	91,832 14	47,034,521 56	622 00
10	Bristol, .	1-94	75,548 47	765 60	76,314 07	39,243,560 00	2,680 81
6	Dukes, .	1-94	3,300 00	—	3,300 00	1,698,005 00	—
7	Hampshire, .	1-87	24,421 00	541 98	24,962 98	13,331,240 00	4,027 67
9	Franklin, .	1-86	20,526 00	348 70	20,874 70	11,211,309 00	4,711 31
11	Hampden, .	1-76	37,399 43	2,364 06	39,763 49	22,621,220 77	6,487 93
12	Worcester, .	1-74	95,258 06	1,096 73	96,354 79	55,497,794 00	1,567 55
13	Berkshire, .	1-64	27,082 09	1,207 76	28,289 85	17,197,607 00	11,463 84
14	Suffolk, .	0-95	207,657 37	—	207,657 37	217,587,172 00	—

## AGGREGATE FOR THE STATE.

14 Counties, . . . .	1-63	963,631 25	10,677 45	974,308 70	597,936,995 46	39,273 64
----------------------	------	------------	-----------	------------	----------------	-----------

*Arrangement of the Counties, according to their appropriations,  
including Voluntary Contributions.*

If the Counties are numerically arranged, according to the ratio of their valuations to their appropriations for Schools, Voluntary Contributions for board and fuel, being added to the amount raised by Tax, and the Income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

For 1851-2.	For 1852-3.	COUNTIES.	Ratio of valuation, expressed in decimals.
1	1	Barnstable, . . . . .	\$.003-17
2	2	Plymouth, . . . . .	2-48
6	3	Berkshire, . . . . .	2-31
3	4	Franklin, . . . . .	2-28
4	5	Middlesex, . . . . .	2-25
7	6	Hampshire, . . . . .	2-17
8	7	Essex, . . . . .	2-12
5	8	Nantucket, . . . . .	2-12
9	9	Hampden, . . . . .	2-04
11	10	Bristol, . . . . .	2-01
12	11	Norfolk, . . . . .	1-97
10	12	Dukes, . . . . .	1-94
13	13	Worcester, . . . . .	1-76
14	14	Suffolk, . . . . .	0-95
Aggregate for the State, . . . . .			1-68

## GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the Returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. In some cases, the true mean average is not obtained by this process for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made is to be thus explained:—the mean average attendance upon all the Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

There is ground to apprehend that the average attendance of scholars is often returned without due regard to accuracy. It is more difficult to secure entire correctness upon this point than upon any other of equal importance. Different teachers adopt different modes of computing this average. It is computed and returned with different degrees of care, by different teachers and committees; and different practices affecting the result prevail in districts and towns. Yet the returns for the past year are probably as accurate and complete in this particular, as can reasonably be expected in any case where the correctness of the item returned depends on the accuracy and fidelity of so many different agents, and in respect to which there is so much liability to errors, arising from neglect and mistake. It is not claimed that the towns, in all cases, are entitled to the exact precedence given them in the Table. They may not be thus entitled by the actual attendance, while they are so according to the returns.

## GRADUATED TABLES—THIRD SERIES.

*Table, in which all the Towns, in the State, are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1852-3.*

TOWNS.			No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.			No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	Boxborough,		76	84	1.10-53	37	Rutland,		279	248	.88 89
2	N. Braintree,		166	171	1.03-01	38	S. Reading,		447	397	.88 81
3	Hardwick,		280	285	1.01-79	39	Brighton,		455	404	.88-79
4	Oakham,		238	236	.99-16	40	Ashburnham,		427	379	.88-76
5	Royalston,		324	320	.98-77	41	Orleans,		440	390	.88-64
6	Shrewsbury,		267	261	.97-75	42	Wayland,		214	189	.88-32
7	Brookfield,		326	317	.97-24	43	Walpole,		354	312	.88-14
8	Leyden,		150	144	.96	44	W. Bridgewater		308	271	.87-99
9	Pepperell,		276	264	.95-65	45	Warwick,		208	183	.87-98
10	Phillipston,		175	167	.95-43	46	Acton,		340	299	.87-94
11	Ware,		592	564	.95-27	47	Concord,		344	301	.87-50
12	Leverett,		199	189	.94-97	48	Pelham,		233	203	.87-12
13	Athol,		434	410	.94-47	49	Charlton,		390	339	.86-92
14	Dunstable,		108	102	.94-44	50	W. Roxbury,		650	565	.86-92
15	Orange,		363	342	.94-21	51	Holland,		76	66	.86-84
16	Townsend,		428	401	.93-69	52	Shirley,		226	196	.86-72
17	Westborough,		430	402	.93-49	53	Princeton,		313	271	.86-58
18	Southwick,		242	226	.93-39	54	Hubbardston,		454	393	.86-56
19	Leominster,		605	562	.92-89	55	Eastham,		184	159	.86-41
20	Tolland,		95	88	.92-63	56	Scituate,		462	399	.86-36
21	Hawley,		223	206	.92-38	57	Stowe,		278	240	.86-33
22	Sherborn,		217	199	.91-71	58	Essex,		336	290	.86-31
23	Monterey,		168	154	.91-61	59	Montague,		364	314	.86-26
24	Provincetown,		583	534	.91-60	60	Paxton,		166	143	.86-14
25	Sharon,		225	206	.91-56	61	Rowley,		179	154	.86-03
26	Sunderland,		185	169	.91-35	62	Petersham,		332	285	.85-84
27	W. Boylston,		280	255	.91-07	63	Russell,		105	90	.85-71
28	Medfield,		175	159	.90-87	64	Charlemont,		236	202	.85 59
29	Erving,		98	89	.90-82	65	Gardner,		390	333	.85-38
30	Winchester,		253	232	.90-70	66	Sterling,		412	351	.85-19
31	Rowe,		150	136	.90-67	67	Littleton,		189	161	.85-18
32	Bedford,		199	180	.90-45	68	Ashby,		265	225	.84-91
33	Bolton,		255	230	.90-20	69	Foxborough,		388	329	.84-79
34	Monroe,		60	54	.90	70	Gill,		162	137	.84-57
35	Templeton,		447	400	.89-49	71	N. Salem,		314	265	.84-39
36	Hatfield,		204	182	.89-22	72	Medway,		550	464	.84-36



## SCHOOL RETURNS—1852-3.

lxxxvii

TOWNS.				TOWNS.					
No. of childr'n between 5 and 15 years of age in each town.				No. of childr'n between 5 and 15 years of age in each town.					
Mean average attendance upon School.				Mean average attendance upon School.					
Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.					
73	Norwich, .	164	138	.84-15	121	Bridgewater, .	555	437	.78-74
74	Dedham, .	810	681	.84-07	122	Bellingham, .	278	218	.78-42
75	Otis, .	260	168	.84	123	Cohasset, .	370	290	.78-38
76	Coleraine, .	424	356	.83-96	124	Raynham, .	318	249	.78-30
77	Chester, .	314	263	.83-76	125	Shutesbury, .	211	165	.78-20
78	Barre, .	596	419	.83-72	126	Sandisfield, .	315	246	.78-10
79	Westford, .	307	257	.83-71	127	Middleborough, .	1134	885	.78-04
80	Northfield, .	378	316	.83-60	128	Middleton, .	181	141	.77-90
81	Weymouth, .	1106	924	.83-54	129	N. Brookfield, .	446	347	.77-80
82	Holliston, .	564	471	.83-51	130	Somerville, .	761	591	.77-66
83	Easthampton, .	236	197	.83-47	131	Harvard, .	326	253	.77-61
84	Amherst, .	650	540	.83-08	132	Lowell, .	5705	4380	.76-77
85	Windsor, .	204	169	.82-84	133	Watertown, .	559	433	.77-46
86	Buckland, .	248	205	.82-66	134	Montgomery, .	84	65	.77-38
87	Berlin, .	165	136	.82-42	135	Brimfield, .	272	210	.77-21
88	Granby, .	216	178	.82-41	136	Fitchburg, .	1041	803	.77-14
89	Shelburne, .	271	223	.82-29	137	Wenham, .	214	165	.77-10
90	Enfield, .	220	181	.82-27	138	Ashfield, .	344	265	.77-03
91	Dracut, .	359	294	.81-89	139	Charlestown, .	3344	2571	.76-88
92	Chelmsford, .	458	375	.81-88	140	Northbridge, .	405	311	.76-79
93	N. Chelsea, .	115	94	.81-74	141	Lowell, .	5705	4380	.76-77
94	Abington, .	1061	867	.81-72	142	Wilmington, .	159	122	.76-73
95	Carver, .	266	217	.81-58	143	Chelsea, .	1454	1114	.76-62
96	Reading, .	617	503	.81-52	144	Wrentham, .	710	544	.76-62
97	Worthington, .	274	222	.81-02	145	Kingston, .	286	219	.76-57
98	Swampscott, .	226	183	.80-97	146	Ashland, .	315	241	.76-51
99	Halifax, .	173	140	.80-92	147	Spencer, .	502	384	.76-49
100	Amesbury, .	539	436	.80-89	148	Quincy, .	1109	844	.76-10
101	Natick, .	570	459	.80-53	149	Lunenburg, .	276	210	.76-09
102	Carlisle, .	128	103	.80-47	150	Roxbury, .	3145	2390	.75-99
103	Hanson, .	241	194	.80-50	151	Pembroke, .	281	213	.75-80
104	Winthrop, .	51	41	.80-39	152	Westhampton, .	140	106	.75-71
105	Marion, .	212	170	.80-19	153	Chilmark, .	144	109	.75-69
106	Holden, .	448	359	.80-13	154	Cambridge, .	3495	2641	.75-57
107	Sudbury, .	330	264	.80	155	Boston, .	24412	18440	.75-54
108	Cheshire, .	240	192	.80	156	Williamsburg, .	335	253	.75-52
109	Dover, .	100	80	.80	157	Rehoboth, .	420	317	.75-48
110	Plainfield, .	149	119	.79-87	158	Easton, .	531	399	.75-14
111	Peru, .	104	83	.79-81	159	Monson, .	558	419	.75-09
112	Edgartown, .	390	311	.79-74	160	Weston, .	225	168	.74-67
113	Upton, .	443	353	.79-68	161	Marshfield, .	385	287	.74-58
114	Stoughton, .	747	595	.79-65	162	Boxford, .	215	160	.74-42
115	Gloucester, .	1726	1373	.79-55	163	Wellsfleet, .	543	404	.74-40
116	Wales, .	136	108	.79-41	164	Frammingham, .	805	598	.74-29
117	Conway, .	372	295	.79-30	165	Lawrence, .	1660	1232	.74-22
118	Billerica, .	376	297	.78-99	166	Duxbury, .	519	385	.74-18
119	New Bedford, .	3099	2447	.78-96	167	Dana, .	178	132	.74-16
120	W. Cambridge, .	360	284	.78-89	168	Alford, .	116	86	.74-10



TOWNS.				TOWNS.					
		No. of childr'n between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of child- dr'n between 5 and 15, express'd in decimals.			No. of childr'n between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of child- dr'n between 5 and 15, express'd in decimals.
169	Warren, .	359	266	.74-09	217	Woburn, .	840	591	.70-36
170	W. Brookfield, .	308	228	.74-03	218	Dudley, .	309	217	.70-23
171	Plymouth, .	1341	990	.73-83	219	Franklin, .	362	254	.70-17
172	Milford, .	925	681	.73-62	220	Whately, .	201	114	.70-15
173	Mansfield, .	366	284	.73-58	221	Northborough, .	308	216	.70-13
174	Milton, .	449	330	.73-50	222	Newton, .	1072	751	.70-06
175	Hamilton, .	166	122	.73-49	223	Winchendon, .	471	329	.69-85
176	Douglas, .	414	304	.73-43	224	Becket, .	275	192	.69-82
177	Fairhaven, .	1098	806	.73-41	225	Tyngsborough, .	191	133	.69-63
178	Ipswich, .	690	506	.73-33	226	Yarmouth, .	555	386	.69-55
179	Greenwich, .	180	132	.73-33	227	Falmouth, .	596	414	.69-46
180	Prescott, .	161	118	.73-29	228	Swansey, .	232	161	.69-40
181	Dighton, .	381	279	.73-23	229	Marlborough, .	712	493	.69-24
182	Haverhill, .	1285	940	.73-15	230	Ludlow, .	240	166	.69-17
183	Wilbraham, .	438	320	.73-06	231	Chicopee, .	1488	1029	.69-15
184	Waltham, .	876	639	.72-95	232	Randolph, .	1037	717	.69-14
185	Hadley, .	424	309	.72-88	233	Needham, .	372	257	.69-09
186	Goshen, .	114	83	.72-81	234	Plympton, .	209	144	.68-90
187	Lexington, .	388	282	.72-68	235	Tewksbury, .	225	155	.68-89
188	Deerfield, .	467	339	.72-59	236	Medford, .	794	546	.68-78
189	Westfield, .	846	642	.72-46	237	Westport, .	675	463	.68-59
190	Brookline, .	392	284	.72-45	238	Wendell, .	178	122	.68-54
191	Westminster, .	439	318	.72-44	239	Dorchester, .	1713	1171	.68-36
192	Sutton, .	471	341	.72-40	240	Melrose, .	299	204	.68-23
193	Florida, .	163	118	.72-39	241	S. Hadley, .	426	290	.68-08
194	Heath, .	206	149	.72-33	242	Topsfield, .	238	162	.68-07
195	Washington, .	195	141	.72-31	243	Saugus, .	375	255	.68
196	Boylston, .	219	158	.72-15	244	Longmeadow, .	250	170	.68
197	Middlefield, .	179	129	.72-07	245	Truro, .	521	354	.67-95
198	Rockport, .	756	514	.71-96	246	Belchertown, .	617	419	.67-91
199	S. Scituate, .	366	263	.71-86	247	Chesterfield, .	258	175	.67-83
200	Southbridge, .	618	444	.71-84	248	Malden, .	745	447	.67-65
201	Clarksburg, .	110	79	.71-82	249	Blackstone, .	905	612	.67-62
202	Millbury, .	550	394	.71-64	250	Hanover, .	356	240	.67-42
203	Blandford, .	342	245	.71-64	251	Tyringham, .	180	121	.67-22
204	Canton, .	580	414	.71-38	252	Seekonk, .	495	332	.67-07
205	Lynn, .	3059	2181	.71-30	253	Danvers, .	1961	1314	.67-01
206	Holyoke, .	555	395	.71-17	254	Lynnfield, .	196	131	.66-84
207	Norton, .	425	302	.71-06	255	Hull, .	57	38	.66-67
208	Cumington, .	278	197	.70-86	256	Groton, .	596	396	.66-44
209	Springfield, .	2188	1549	.70-80	257	Methuen, .	485	321	.66-19
210	Egremont, .	195	138	.70-77	258	Taunton, .	2495	1650	.66-13
211	Bernardston, .	246	174	.70-73	259	Lincoln, .	121	80	.66-12
212	Attleborough, .	929	655	.70-51	260	Salem, .	4150	2739	.66
213	N. Bridgewater, .	979	690	.70-48	261	Southborough, .	314	207	.65-92
214	Chatham, .	511	360	.70-45	262	Savoy, .	205	135	.65-85
215	Marchester, .	392	276	.70-41	263	Leicester, .	529	348	.65-78
216	Grafton, .	854	601	.70-37	264	Georgetown, .	450	295	.65-56

TOWNS.				TOWNS.			
		No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			
265	Hopkinton, .	653	428	.65-54	297	Worcester, .	3215
266	Berkley, .	211	138	.65-40	298	Uxbridge, .	565
267	E. Bridgewater, .	549	358	.65-21	299	W. Stockbridge	315
268	Dalton, .	264	172	.65-15	300	Fall River, .	2658
269	Dennis, .	853	552	.64-56	301	Sheffield, .	646
270	Northampton, .	1129	728	.64-48	302	Barnstable, .	1193
271	Wareham, .	718	463	.64-48	303	Mt. Washing <sup>n</sup>	93
272	N. Marlborough	400	257	.64-25	304	Hinsdale, .	308
273	Mendon, .	288	185	.64-24	305	Sturbridge, .	540
274	Newbury, .	269	172	.63-94	306	Hingham, .	795
275	Auburn, .	188	120	.63-83	307	Pittsfield, .	1334
276	Brewster, .	289	184	.63-67	308	Lenox, .	371
277	Lee, .	758	479	.63-19	309	Webster, .	534
278	Harwich, .	923	582	.63-06	310	Burlington, .	100
279	Braintree, .	693	434	.62-63	311	Rochester, .	757
280	Palmer, .	815	510	.62-58	312	Hancock, .	134
281	Nantucket, .	1704	1064	.62-44	313	Pawtucket, .	919
282	Lanesborough, .	247	154	.62-35	314	Somerset, .	256
283	Dartmouth, .	905	561	.61-99	315	Sandwich, .	1173
284	Tisbury, .	402	248	.61-69	316	Newburyport, .	2744
285	Southampton, .	244	150	.61-48	317	Richmond, .	161
286	Oxford, .	563	344	.61-10	318	Freetown, .	393
287	Andover, .	1470	897	.61-02	319	Clinton, .	526
288	Beverly, .	1177	717	.60-92	320	Williamstown, .	665
289	Adams, .	1345	815	.60-59	321	Gt. Barrington, .	726
290	W. Newbury, .	408	247	.60-54	322	Stockbridge, .	508
291	Granville, .	325	196	.60-31	323	Salisbury, .	695
292	Groveland, .	278	167	.60-07	324	Stoneham, .	388
293	W. Springfield, .	725	433	.59-72		New Ashford, .	No returns.
294	Marblehead, .	1605	957	.59-63		Nahant, .	New town.
295	Greenfield, .	590	349	.59-15		N. Reading, .	" "
296	Bradford, .	269	159	.59-11		Lakeville, .	" "

## GRADUATED TABLES.—THIRD SERIES.

*Table, in which all the Towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1852-3.*

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. 85.]

## SUFFOLK COUNTY.

TOWNS.					TOWNS.				
		No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	N. CHELSEA, .	115	94	.81-74	3	Chelsea, .	1454	1114	.76-62
2	Winthrop, .	51	41	.80-39	4	Boston, .	24412	18440	.75-54

## ESSEX COUNTY.

1	Essex, .	336	290	.86-31	17	Saugus, .	375	255	.68
2	Rowley, .	179	154	.86-03	18	Danvers, .	1961	1314	.67-01
3	Swampscott, .	226	183	.80-97	19	Lynnfield, .	196	131	.66-84
4	Amesbury, .	539	436	.80-89	20	Methuen, .	485	321	.66-19
5	Gloucester, .	1726	1373	.79-55	21	Salem, .	4150	2739	.66-00
6	Middleton, .	181	141	.77-90	22	Georgetown, .	450	295	.65-56
7	Wenham, .	214	165	.77-10	23	Newbury, .	269	172	.63-94
8	Boxford, .	215	160	.74-42	24	Andover, .	1470	897	.61-02
9	Lawrence, .	1660	1232	.74-22	25	Beverly, .	1177	717	.60-92
10	Hamilton, .	166	122	.73-49	26	W. Newbury, .	408	247	.60-54
11	Ipswich, .	690	506	.73-33	27	Groveland, .	278	167	.60-07
12	Haverhill, .	1285	940	.73-15	28	Marblehead, .	1605	957	.59-63
13	Rockport, .	756	544	.71-96	29	Bradford, .	269	159	.59-11
14	Lynn, .	3059	2181	.71-30	30	Newburyport, .	2744	1469	.53-53
15	Manchester, .	392	276	.70-41	31	Salisbury, .	695	327	.47-05
16	Topsfield, .	238	162	.68-07		Nahant,* .	-	-	-

## MIDDLESEX COUNTY.

1	Boxborough, .	76	84	1.10-53	4	Townsend, .	428	401	.93-69
2	Pepperell, .	276	264	.95-65	5	Sherborn, .	217	199	.91-71
3	Dunstable, .	108	102	.94-44	6	Winchester, .	253	232	.90-70

\* Newly incorporated.

## MIDDLESEX COUNTY—CONTINUED.

TOWNS.					TOWNS.				
		No. of childr'n between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dr'n between 5 and 15, express'd in decimals.			No. of childr'n between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dr'n between 5 and 15, express'd in decimals.
7	Bedford, .	199	180	.90-45	30	Lowell, .	5705	4380	.76-77
8	S. Reading, .	447	397	.88-81	31	Wilmington, .	159	122	.76-73
9	Brighton, .	455	404	.88-79	32	Ashland, .	315	241	.76-51
10	Wayland, .	214	189	.88-32	33	Cambridge, .	3495	2641	.75-57
11	Acton, .	340	299	.87-94	34	Weston, .	225	168	.74-67
12	Concord, .	344	301	.87-50	35	Frammingham, .	805	598	.74-29
13	Shirley, .	226	196	.86-72	36	Waltham, .	876	639	.72-95
14	Stowe, .	278	240	.86-33	37	Lexington, .	388	282	.72-68
15	Littleton, .	189	161	.85-18	38	Woburn, .	840	591	.70-36
16	Ashby, .	265	225	.84-91	39	Newton, .	1072	751	.70-06
17	Westford, .	307	257	.83-71	40	Tyngsborough, .	191	133	.69-63
18	Holliston, .	564	471	.83-51	41	Marlborough, .	712	493	.69-24
19	Dracut, .	359	294	.81-89	42	Tewksbury, .	225	155	.68-89
20	Chelmsford, .	458	375	.81-88	43	Medford, .	794	546	.68-78
21	Reading, .	617	503	.81-52	44	Melrose, .	299	204	.68-23
22	Natick, .	570	459	.80-53	45	Malden, .	745	447	.67-65
23	Carlisle, .	128	103	.80-47	46	Groton, .	596	396	.66-44
24	Sudbury, .	330	264	.80	47	Lincoln, .	121	80	.66-12
25	Billerica, .	376	297	.78-99	48	Hopkinton, .	653	428	.65-54
26	W. Cambridge, .	360	284	.78-89	49	Burlington, .	100	55	.55
27	Somerville, .	761	591	.77-66	50	Stoneham, .	388	182	.46-91
28	Watertown, .	559	433	.77-46		N. Reading,*	-	-	-
29	Charlestown, .	3344	2571	.76-88					

## WORCESTER COUNTY.

1	N. BRAINTREE, .	166	171	1.03-01	20	Petersham, .	332	285	.85-84
2	Hardwick, .	280	285	1.01-79	21	Gardner, .	390	333	.85-38
3	Oakham, .	238	236	.99-16	22	Sterling, .	412	351	.85-19
4	Royalston, .	324	320	.98-77	23	Barre, .	596	499	.83-72
5	Shrewsbury, .	267	261	.97-75	24	Berlin, .	165	136	.82-42
6	Brookfield, .	326	317	.97-24	25	Holden, .	448	359	.80-13
7	Phillipston, .	175	167	.95-43	26	Upton, .	443	353	.79-68
8	Athol, .	434	410	.94-47	27	N. Brookfield, .	446	347	.77-80
9	Westborough, .	430	402	.93-49	28	Harvard, .	326	253	.77-61
10	Leominster, .	605	562	.92-89	29	Lancaster, .	356	276	.77-53
11	W. Boylston, .	280	255	.91-07	30	Fitchburg, .	1041	803	.77-14
12	Bolton, .	255	230	.90-20	31	Northbridge, .	405	311	.76-79
13	Templeton, .	447	400	.89-49	32	Spencer, .	502	384	.76-49
14	Rutland, .	279	248	.88-89	33	Lunenburg, .	276	210	.76-09
15	Ashburnham, .	427	379	.88-76	34	Dana, .	178	132	.74-16
16	Charlton, .	390	339	.86-92	35	Warren, .	359	266	.74-09
17	Princeton, .	313	271	.86-58	36	W. Brookfield, .	308	228	.74-03
18	Hubbardston, .	454	393	.86-56	37	Milford, .	925	681	.73-62
19	Paxton, .	166	143	.86-14	38	Douglas, .	414	304	.73-43

\* Newly incorporated.

† Mean average, as returned by the Committee.



## WORCESTER COUNTY—CONTINUED.

	TOWNS.	No. of childr'n between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, express'd in decimals.		TOWNS.	No. of childr'n between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, express'd in decimals.
39	Westminster, .	439	318	.72-44	49	Southborough,	314	207	.65-92
40	Sutton, .	471	341	.72-40	50	Leicester, .	529	348	.65-78
41	Boylston, .	219	158	.72-15	51	Mendon, .	288	185	.64-24
42	Southbridge, .	618	444	.71-84	52	Auburn, .	188	120	.63-83
43	Milbury, .	550	394	.71-64	53	Oxford, .	563	344	.61-10
44	Grafton, .	854	601	.70-37	54	Worcester, .	3215	1900	.59-10
45	Dudley, .	309	217	.70-23	55	Uxbridge, .	565	332	.58-76
46	Northborough,	308	216	.70-13	56	Sturbridge, .	540	306	.56-67
47	Winchendon, .	471	329	.69-85	57	Webster, .	534	295	.55-24
48	Blackstone, .	905	612	.67-62	58	Clinton, .	526	277	.52-66

## HAMPSHIRE COUNTY.

1	WARE, .	592	564	.95-27	13	Greenwich, .	180	132	.73-33
2	Hatfield, .	204	182	.89-22	14	Prescott, .	161	118	.73-29
3	Pelham, .	233	203	.87-12	15	Hadley, .	424	309	.72-88
4	Norwich, .	164	138	.84-15	16	Goshen, .	114	83	.72-81
5	Easthampton, .	236	197	.83-47	17	Middlefield, .	179	129	.72-07
6	Amherst, .	650	540	.83-08	18	Cummington, .	278	197	.70-86
7	Granby, .	216	178	.82-41	19	S. Hadley, .	426	290	.68-08
8	Enfield, .	220	181	.82-27	20	Belchertown, .	617	419	.67-91
9	Worthington, .	274	222	.81-02	21	Chesterfield, .	258	175	.67-83
10	Plainfield, .	149	119	.79-87	22	Northampton, .	1129	728	.64-48
11	Westhampton, .	140	106	.75-71	23	Southampton, .	244	150	.61-48
12	Williamsburg, .	335	253	.75-52					

## HAMPDEN COUNTY.

1	SOUTHWICK, .	242	226	.93-39	11	Westfield, .	886	642	.72-46
2	Tolland, .	95	88	.92-63	12	Blandford, .	342	245	.71-64
3	Holland, .	76	66	.86-84	13	Holyoke, .	555	395	.71-17
4	Russell, .	105	90	.85-71	14	Springfield, .	2188	1549	.70-80
5	Chester, .	314	263	.83-76	15	Ludlow, .	240	166	.69-17
6	Wales, .	136	108	.79-41	16	Chicopee, .	1488	1029	.69-15
7	Montgomery, .	84	65	.77-38	17	Longmeadow, .	250	170	.68
8	Brimfield, .	272	210	.77-21	18	Palmer, .	815	510	.62-58
9	Monson, .	558	419	.75-09	19	Granville, .	325	196	.60-31
10	Wilbraham, .	438	320	.73-06	20	W. Springfield, .	725	433	.59-72

## FRANKLIN COUNTY.

1	LEYDEN, .	150	144	.96	4	Hawley, .	223	206	.92-38
2	Leverett, .	199	189	.94-97	5	Sunderland, .	185	169	.91-35
3	Orange, .	363	342	.94-21	6	Erving, .	98	89	.90-82



## FRANKLIN COUNTY—CONTINUED.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
7	Rowe, .	150	136	.90-67	17	Shelburne, .	271	223	.82-29
8	Monroe, .	60	54	.90	18	Conway, .	372	295	.79-30
9	Warwick, .	208	183	.87-98	19	Shutesbury, .	211	165	.78-20
10	Montague, .	364	314	.86-26	20	Ashfield, .	344	265	.77-03
11	Charlemont, .	236	202	.85-59	21	Deerfield, .	467	339	.72-59
12	Gill, .	162	137	.84-57	22	Heath, .	206	149	.72-33
13	N. Salem, .	314	265	.84-39	23	Bernardston, .	246	174	.70-73
14	Coleraine, .	424	356	.83-96	24	Whately, .	201	141	.70-15
15	Northfield, .	378	316	.83-60	25	Wendell, .	178	122	.68-54
16	Buckland, .	248	205	.82-66	26	Greenfield, .	590	349	.59-15

## BERKSHIRE COUNTY.

1	MONTEREY, .	168	154	.91-61	17	Lee, .	758	479	.63-19
2	Otis, .	200	168	.84	18	Lanesborough, .	247	154	.62-35
3	Windsor, .	204	169	.82-84	19	Adams, .	1345	815	.60-59
4	Cheshire, .	240	192	.80	20	W. Stockbridge	315	185	.58-73
5	Peru, .	104	83	.79-81	21	Sheffield, .	646	377	.58-36
6	Sandisfield, .	315	246	.78-10	22	Mt. Washing'tn	93	54	.58-06
7	Alford, .	116	86	.74-10	23	Hinsdale, .	308	175	.56-82
8	Florida, .	163	118	.72-39	24	Pittsfield, .	1334	745	.55-85
9	Washington, .	195	141	.72-31	25	Lenox, .	371	207	.55-80
10	Clarksburg, .	110	79	.71-82	26	Hancock, .	134	73	.54-48
11	Egremont, .	195	138	.70-77	27	Richmond, .	161	85	.52-79
12	Becket, .	275	192	.69-82	28	Williamstown, .	665	340	.51-13
13	Tyringham, .	180	121	.67-22	29	Gt. Barrington, .	726	356	.49-04
14	Savoy, .	205	135	.65-85	30	Stockbridge, .	508	241	.47-44
15	Dalton, .	264	172	.65-15		N. Ashford, .	No returns.		
16	N. Marlborough	400	257	.64-25					

## NORFOLK COUNTY.

1	SHARON, .	225	206	.91-56	13	Wrentham, .	710	544	.76-62
2	Medfield, .	175	159	.90-86	14	Quincy, .	1109	844	.76-10
3	Walpole, .	354	312	.88-14	15	Roxbury, .	3145	2390	.75-99
4	W. Roxbury, .	650	565	.86-29	16	Milton, .	449	330	.73-50
5	Foxborough, .	388	329	.84-79	17	Brookline, .	392	284	.72-45
6	Medway, .	550	464	.84-36	18	Canton, .	580	414	.71-38
7	Dedham, .	810	681	.84-07	19	Franklin, .	362	254	.70-17
8	Weymouth, .	1106	924	.83-54	20	Randolph, .	1037	717	.69-14
9	Dover, .	100	80	.80	21	Needham, .	372	257	.69-09
10	Stoughton, .	747	595	.79-65	22	Dorchester, .	1713	1171	.68-36
11	Bellingham, .	278	218	.78-42	23	Braintree, .	693	434	.62-63
12	Cohasset, .	370	290	.78-38					

## BOARD OF EDUCATION.

## BRISTOL COUNTY.

	TOWNS.	No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of childr'n between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	N. BEDFORD, .	3099	2447	.78-96	11	Westport, .	675	463	.68-59
2	Raynham, .	318	249	.78-30	12	Seekonk, .	495	332	.67-07
3	Rehoboth, .	420	317	.75-48	13	Taunton, .	2495	1650	.66-13
4	Easton, .	531	399	.75-14	14	Berkley, .	211	138	.65-40
5	Mansfield, .	386	284	.73-58	15	Dartmouth, .	905	561	.61-99
6	Fairhaven, .	1098	806	.73-41	16	Fall River, .	2658	1558	.58-62
7	Dighton, .	381	*279	.73-23	17	Pawtucket, .	919	500	.54-41
8	Norton, .	425	302	.71-06	18	Somerset, .	256	139	.54-30
9	Attleborough, .	929	655	.70-51	19	Freetown, .	393	207	.52-67
10	Swanzy, .	232	161	.69-40					

## PLYMOUTH COUNTY.

1	W. BRIDGEWATER, .	308	271	.87-99	13	Duxbury, .	519	385	.74-18
2	Scituate, .	462	399	.86-36	14	Plymouth, .	1341	990	.73-83
3	Abington, .	1061	867	.81-72	15	S. Scituate, .	366	263	.71-86
4	Carver, .	266	217	.81-58	16	N. Bridgewater, .	979	690	.70-48
5	Halifax, .	173	140	.80-92	17	Plympton, .	209	144	.68-90
6	Hanson, .	241	194	.80-50	18	Hanover, .	356	240	.67-42
7	Marion, .	212	170	.80-19	19	Hull, .	57	38	.66-67
8	Bridgewater, .	555	437	.78-74	20	E. Bridgewater, .	549	358	.65-21
9	Middleborough, .	1134	885	.78-04	21	Wareham, .	718	463	.64-48
10	Kingston, .	286	219	.76-57	22	Hingham, .	795	449	.56-48
11	Pembroke, .	281	213	.75-80	23	Rochester, .	757	416	.54-95
12	Marshfield, .	385	287	.74-55		Lakeville,† .	—	—	—

## BARNSTABLE COUNTY.

1	PROVINCETOWN, .	583	534	.91-60	8	Truro, .	521	354	.67-95
2	Orleans, .	440	†390	.88-64	9	Dennis, .	855	552	.64-56
3	Eastham, .	184	159	.86-41	10	Brewster, .	289	184	.63-67
4	Wellfleet, .	543	404	.74-40	11	Harwich, .	923	582	.63-06
5	Chatham, .	511	360	.70-45	12	Barnstable, .	1193	696	.58-34
6	Yarmouth, .	555	386	.69-55	13	Sandwich, .	1173	630	.53-71
7	Falmouth, .	596	414	.69-46					

## DUKES COUNTY.

1	EDGARTOWN, .	390	311	.79-74	3	Tisbury, .	402	248	.61-69
2	Chilmark, .	144	109	.75-69					

## NANTUCKET COUNTY.

1	NANTUCKET, .	1704	1064	.62-44					
---	--------------	------	------	--------	--	--	--	--	--

\* Mean average, as returned by the Committee.  
† Average attendance incorrectly returned.

† Newly incorporated.

## MEAN AVERAGE ATTENDANCE FOR THE STATE.

---

Number of Children between 5 and 15 years of age, in the State, .	. 204,705
Mean average attendance upon School, . . . . .	. 148,099
Ratio of attendance to the whole number of Children between 5 and 15, expressed in decimals, . . . . .	.72+

---

In the Recapitulation, page 46 of the Appendix, the number of persons under 5 years, attending school in Plymouth County, is stated to be 9,023. It should be 923, and the aggregate for the State should be 17,514.



# INDEX.

---

- Abington, extract from Report of, 149.
- Abstract of School Committees' Reports, 103 *et seq.*  
     Returns, Appendix, vii.  
         value of, Appendix, iii. *et seq.*  
         tabular statement of, Appendix, viii. *et seq.*
- Adams, extract from Report of, 136.
- Address of George B. Emerson, Esq., at the dedication of the Normal School-house at Framingham, 29 *et seq.*
- Agassiz, Prof., connection of, with Teachers' Institutes, 70.
- Agents of the Board, their appointments and labors, 10, 72 *et seq.*
- Alford, extract from Report of, 136.
- Andover,       "       "       106.
- Ashby,         "       "       108.
- Ashland,      "       "       109.
- Athol,         "       "       118.
- Barre, extract from Report of, 119.
- Becket,        "       "       136.
- Bedford,      "       "       109.
- Berkley,      "       "       147.
- Blackboards, directions for making, 101.
- Board of Education, Report of, 5.  
     Agents of, and their duties, 10, 72 *et seq.*  
     organization of, 63.  
     method of its operations and its labors, 64 *et seq.*
- Bolton, extract from Report of, 119.
- Bradford,     "       "       106.
- Braintree,    "       "       142.
- Brewster,     "       "       150.
- Bridgewater Normal School, change of instructors in, 10, 16.  
     Report of Visitors of, 15.  
     statistical information concerning, 17 *et seq.*
- Brookfield, extract from Report of, 124.
- Cartee, Cornelius S., letter of, concerning construction of School-houses, 76.
- Chatham, extract from Report of, 151.
- Chelsea,       "       "       105.
- Cheshire,     "       "       137.
- Common School Education, progress of, 5, 6, 61, 62.  
     need of further improvements in, 5, 6.  
     Reports of School Committees, indicate progress of, 79.
- Conant, Marshal, acting Principal of Normal School at Bridgewater, 15.
- Concord, extract from Report of, 109.
- Conway,       "       "       131.



Dalton, extract from Report of, 137.

Dictionaries furnished by the State for Public Schools, 79.

District System of Schools, 105 *et seq.*

Edgartown, extract from Report of, 154.

Edwards, Richard, Jr., employed as agent of the Board, 10, 15, 72, 73.

Emerson, George B., Esq., Address of, at the dedication of the Normal School-house at Framingham, 6, 29 *et seq.*

Esty, Alexander R., architect of Normal School-house at Framingham, 25.

Fairhaven, extract from Report of, 148.

Framingham, Normal School-house erected at, 6, 7, 23 *et seq.*

extract from Report of, 109.

Franklin, " " 142.

Gloucester, extract from Report of, 106.

Grafton, " " 124.

Granville, " " 123.

Greenfield, " " 135.

Groton, " " 119.

Guyot, Prof., connection of, with Teachers' Institute, 70.

Hadley, extract from Report of, 127.

Hancock, " " 137.

Hatfield, " " 123.

Hinsdale, " " 137.

Holliston, " " 110.

Hubbardston, " " 124.

Institutes for Teachers, usefulness and efficiency of, 11, 69.

importance of eminent teachers at, 69.

number of, during the year, when and where held, 71.

Kingston, extract from Report of, 149.

Lancaster, extract from Report of, 125.

Lanesborough, " " 138.

Leach, Daniel, labors of, as Agent of the Board, 10, 73 *et seq.*

Report of, respecting School-houses, 74 *et seq.*

Lee, extract from Report of, 139.

Lenox, " " 139.

Lincoln, " " 111.

Littleton, " " 111.

Longmeadow, " 130.

Marblehead, extract from Report of, 106.

Mason, Lowell, connection of, with Teachers' Institute, 70.

Medfield, extract from Report of, 143.

Medway, " " 143.

Monson, " " 131.

Montgomery, " " 132.

Mt. Washington, " 139.

New Marlborough, extract from Report of, 139.

New Salem, " " 135.

Newton, " " 114.

Normal School-house at Framingham, dedication of, 6.

- Normal School-house at Framingham, additional appropriation needed to defray the expenses of, 6, 7.  
Report of Building Committee concerning, 23.
- North Chelsea, extract from Report of, 105.
- Orleans, extract from Report of, 153.
- Oxford, " " 125.
- Palmer, extract from Report of, 132.
- Pembroke, " " 149.
- Pepperell, " " 114.
- Phillipston, " " 125.
- Pittsfield, " " 141.
- Quincy, extract from Report of, 144.
- Randolph, extract from Report of, 144.
- Reading, " " 114.
- Report of Board of Education, 5 *et seq.*  
Visitors of Bridgewater Normal School, 15.  
West Newton Normal School, 23.  
Westfield Normal School, 22.  
Building Committee for erecting Normal School-house at Framingham, 23 *et seq.*  
Treasurer of the Board, 54.  
Secretary of the Board of Education, 64 *et seq.*  
Supplement to, 82.
- Reports of School Committees, indicate progress, 79.
- Richmond, extract from Report of, 141.
- Rockport, " " 107.
- Russell, " " 133.
- Salem Normal School established, 7, 72.
- School Committees' Reports, abstract of, 103.  
Fund, increase and investment of, 11, 12.  
charges upon it in 1853, 13.
- School-houses, deficiencies of, and improvements suggested, 73 *et seq.*  
Resolve of Legislature respecting ventilation of, 74.  
proper method of ventilating them, 77, 100.  
Plans for construction and arrangement of, 84 *et seq.*
- Schools, abstract of Returns of, Appendix, viii. *et seq.*
- Scituate, extract from Report of, 150.
- Secretary of the Board of Education, duties and labors of, 66 *et seq.*  
duties of Assistant of, 67.  
has the direction of Teachers' Institutes, 66.  
originates measures for the Board, and acts on all its Committees, 67.  
directs the Normal Schools, and conducts the correspondence of the Board, 67.  
superintends the agencies of the Board, 68.
- Seekonk, extract from Report of, 143.
- Shelburne, " " 135.
- Sherborn, " " 116.
- Shirley, " " 116.
- Somerset, " " 148.
- Spencer, " " 126.
- Springfield, " " 134.

State Scholarships, arrangements for executing the Act establishing them, 8.

Statistics, summary of, 80.

value of, 14, Appendix, iii. *et seq.*

Sterling, extract from Report of, 126.

Stoneham, " " 116.

Supplement to the Report of the Secretary, 83 *et seq.*

Tables, Graduated, showing the sum appropriated for each child between five and fifteen, Appendix, xlix.

showing the ratio of the valuation of the towns to their appropriations, Appendix, lxviii.

showing the ratio of the mean average attendance, to the number of children in each town between five and fifteen, Appendix, lxxvi.

Taunton, extract from Report of, 148.

Teachers' Institutes, usefulness and efficiency of, 11, 69.

importance of having eminent teachers at, 69.

number of during the year; when and where held, 71.

Associations, object of, 11, 72.

Templeton, extract from Report of, 126.

Todd Fund, appropriation of the income of, 14, 57.

Truant Law, operation of, 11.

Truro, extract from Report of, 153.

Walpole, extract from Report of, 145.

Warren, " " 126.

Watertown, " " 118.

Wayland, " " 118.

Webster, " " 127.

Wenham, " " 107.

West Bridgewater, " 150.

Westfield Normal School, usefulness of, 9.

appropriation needed for, 10.

Report of Visitors of, 22.

West Newbury, extract from Report of, 107.

West Newton Normal School, condition and statistics of, 9, 20, 21.

Report of Visitors of, 20.

removal of, to Framingham, 72.

West Stockbridge, extract from Report of, 142.

Weymouth, " " 146.

Wilbraham, " " 134.

Winchendon, " " 127.









